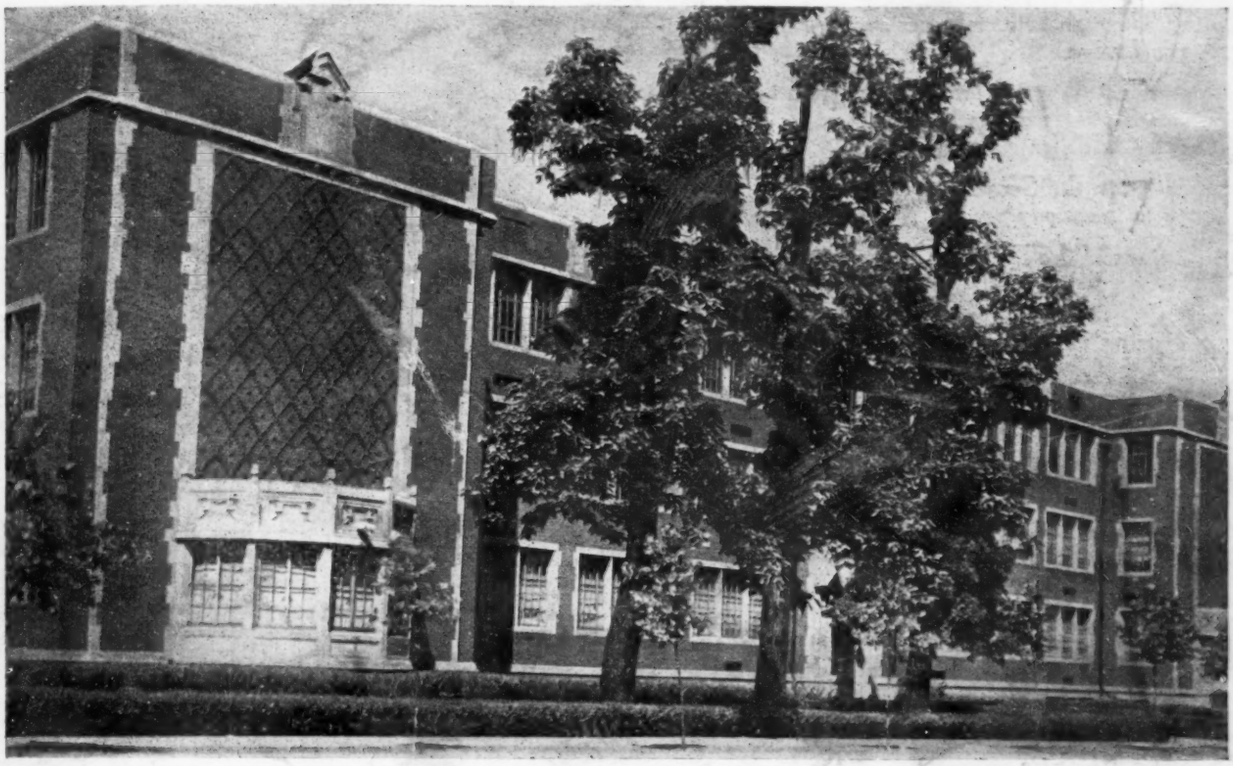
The Teachers College JOURNAL



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Education For Good Citizenship

It is generally agreed that a primary purpose of public education is to make better citizens. And whereas there are many other worth-while goals of education, the idea of education for better citizenship is related to all of them. In a democracy we need citizens who are well developed as individuals and who have the skills, attitudes, and ideals for effective and satisfying group living. The schools are responsible for setting up educational goals, determining the content of instruction, and deciding upon the most effective methods of teaching in order to develop well adjusted and competent citizens.

In deciding what to teach and how to teach it, those in charge of schools should ask themselves at least three questions. Is a proposed subject or method in accordance with ideals of American democracy? Is it realistic in view of the needs of present day life in this country? Is it in harmony with what we know about how people learn and grow?

Although in many ways people are much alike, in other respects each one is unique. Pupils from a typical school differ widely in interests, aptitudes and ambitions. And they come from homes differing greatly in education, culture, and economic status. We must try whenever possible, therefore, to adjust the school to the pupil's needs rather than to force him into a rigid pattern previously determined by the school.

At every level from the nursery school through senior high school we should foster a feeling of security and satisfaction on the part of pupils. Therefore we must accept the pupil as he is and must respect his own individual worth and personality, not only because it is in accordance with our principles of democracy but also because this is the only way to promote efficient learning.

We think of learning as growth, as a natural part of life. And a primary function of the school and the teacher is to provide the physical and social environment and the stimulation which will best encourage that growth.

As a pupil grows from infancy to maturity he should develop from a dependent person into an independent one. He should learn to depend upon himself increasingly in solving his own problems, making necessary choices, and evaluating the results of those choices. The school should provide a wide variety of experiences specifically designed to help him achieve this necessary self-direction.

The school should also help the pupil to grow in the ability to think rationally and to express himself clearly. He should of course develop and maintain good health. He should learn how to use leisure time well and to budget it wisely. He should develop his capacities to appreciate beauty in literature, art, music, and nature. And above all, he should constantly grow in the appreciation of spiritual and ethical values.

But the pupil must do more than develop increasingly as an individual. He must learn to understand the rights and duties of others and should have an opportunity to develop effective habits of cooperation through experiences provided in the school. The good school tries to strike a balance between healthy competition where competition is desirable and cooperation where that seems most appropriate. The school should give pupils every opportunity to practice the various aspects of good citizenship both in regular class work and in other activities.

And what shall we say about "standards" and "fundamentals?" Of course they are important and of course they must not be neglected. But there is abundant evidence to show that where a school deliberately organizes its program to serve the real everyday needs of its pupils the achievement in reading, writing, arithmetic, and the other basic subjects is almost always unusually high. But the school should actually be evaluated by the desirable changes in each pupil's behavior, and almost always such desirable changes will result in better citizenship.

BYRON L. WESTFALL, *Principal*
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The *Teachers College Journal* seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of view so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

The Role of the Indiana State Teachers College Laboratory School in the Citizenship Education Project

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The Indiana State Teachers College Laboratory School was selected recently as the first public school in Indiana to participate in the Citizenship Education Project. Such a selection gives recognition to the accomplishments which this school has attained in its citizenship education program in the past. At the same time, it signifies that the Laboratory School must accomplish an improved program of citizenship education if it is to make a significant contribution to this nation-wide effort. This article is an attempt to suggest ways by which such a contribution can be effected, and at the same time to serve as a guide for other schools interested in taking part in the Citizenship Education Project.

THE CITIZENSHIP EDUCATION PROJECT

Since a detailed description of the Citizenship Education Project has been written by Russell,[1] no attempt will be made to duplicate this. However, it would seem appropriate to present a brief summary of those aspects of the Project which are especially applicable to such a program in a particular school.

History of the Project. The Carnegie Corporation, realizing the importance of citizenship training in these times, indicated in its annual report in 1949 that it would be receptive to proposals for the improvement of citizenship training in the schools of America. President William F. Russell of Teachers College, Columbia University, having done extensive research work in citizenship education, accepted the challenge in the name of Teachers College. Two grants totaling $450,000 were provided by the Carnegie Corporation to initiate the work during the first two years beginning in September, 1949.

Purposes. The basic objectives of the Project, as outlined in the *Teacher Planning Manual*,[2] are to give students (1) a *knowledge* of the principles of American democracy, (2) *attitudes* of affirmation of those principles, and (3) *skills* in applying them in their daily lives. The operations of the Project were delimited at the start to eight pilot high schools, to the social studies area, and to the American history and problems of American democracy courses at the eleventh and twelfth grade levels.

Procedures. In order to put the Project into effect four procedures were adhered to: (1) finding practices by which citizenship could be taught, (2) finding instructional materials to go along with these practices, (3) trying out and evaluating both the materials and practices, and (4) diffusing them through the schools. Dr. William S. Vincent, Executive Officer of the Project, nine pilot high school teachers, and nearly one hundred specialists from all parts of the nation worked together to initiate these procedures.

Progress to date. Initial evaluation reports indicate statistically significant gains in citizenship knowledge, skills and attitudes made by pupils taking part in the program. The Project is already expanding so as to include a larger area of the curriculum and a wider deviation in grade level. A new grant of $1,000,000 from the Carnegie Corporation will allow further expansion during the next five-year period.

Teachers college phase. Eight teachers colleges[3] were selected to take part in the Citizenship Education Project, and a representative from each institution worked at the Project headquarters during the 1950 fall term. Each representative became familiar with the materials and procedures of the Project, and made plans for the initiation of a program of citizenship education at his own institution. Dr. Edward S. Evenden, Professor Emeritus of Education, Columbia University, was named chairman of this group. The writer, realizing the importance of such education in a laboratory school program, made specific plans to help introduce the Project at the Indiana State Teachers College Laboratory School, as one phase of the larger program at that college.

A LABORATORY SCHOOL APPROACH

It should be recognized that each

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[1]William F. Russell, "Citizenship Education Project," *Teachers College Record*, 52: 77-89, November, 1950.

[2]Citizenship Education Project, *Teacher Planning Manual* (Publication No. 4), p. 5. New York: Citizenship Education Project, Teachers College, Columbia University, 1950.

[3]Teachers College of Connecticut, New Britain; Kansas State Teachers College, Emporia; Kent State University, Kent, Ohio; Montclair State Teachers College, Montclair, New Jersey; New York State College for Teachers, Albany; East Carolina Teachers College, Greenville, North Carolina; State Teachers College, Bloomsburg, Pennsylvania; and Indiana State Teachers College, Terre Haute.

public school is unique in many respects, and that the principle of local autonomy should be paramount in the establishment of a citizenship education program at any school. Nevertheless, it would seem plausible that many of the suggestions listed below would apply in most school situations, even though they refer specifically to a laboratory school. These are based in some degree on a list of "hunches" about citizenship education developed by the Project staff.[4]

1. *The basic philosophy and objectives of the school should be examined so as to determine whether or not they are in harmony with the philosophy and objectives of the Project.* Perhaps the pervading philosophy of any school professing to train future citizens for a democracy should be, "If we are to have a democratic school it is essential that those affected by a decision have a part in making that decision." It would seem essential that administrators, pupils, and teachers examine all their activities so as to determine whether or not they are adhering to such a democratic philosophy. The basic objectives pertaining to knowledge, attitudes, and skills, as established by the Project, should be in harmony with the objectives of the whole school curriculum, as well as with its subject-matter segments.

2. *It should be recognized that citizenship develops through action.* Perhaps the most significant contribution of the Citizenship Education Project is the attempt to make citizenship an active thing. *Laboratory Practices* have been developed by the Project staff, giving detailed descriptions of different kinds of activities that teachers and pupils may employ to increase their knowledge and skills, and to develop attitudes that will be indicative of better citizenship. A school taking part in the Citizenship Education Project should encourage boys and girls to participate in such activities as: (1) defining the budget of power for a student government or a community enterprise; (2) conducting student elections; (3) forming a pressure group; (4) making a community survey; (5) planning on a participatory basis with persons other than school people; and (6) observing an discussing adult civic and political activities.

3. *Materials and resources pertaining to citizenship should be made available.* The *Instructional Materials Card File*, which has been prepared by the Project staff, contains annotated references to books, pamphlets, magazines, films, and other teaching aids which might be of value in the teaching of citizenship. All of these basic materials and resources should be made available to pupils and teachers, so that the goal of correlating knowledge with skills and attitudes might be achieved.

4. *The present school organization should serve as a basis for an expanding citizenship program.* It would be a mistake to assume that the way to initiate the Citizenship Education Project would be to discard all that now exists in the school program. The administrators and teachers should be willing to start in a few selected courses and activities, and then to expand the program whenever it seems appropriate. In the first four months in which the Indiana State Teachers College Laboratory School has been engaged in the Project, major emphasis has been placed in the social studies courses at the secondary level. Some work has been done in English courses at the secondary level, and the student council has served as another exploratory area. Such a limited beginning is in harmony with the basic policy of the Project. Now that a start has been made, further expansion can come in different curricular areas, and at the various grade levels. The most important question which each teacher should ask is, "How can my course or school activity be alerted so as to be a more effective developer of citizenship?"

5. *The community should be recognized as an important source of information and assistance in a citizenship education program.* It has been found by the Project staff that citizenship activities are very effective when they are carried out in the community. Many outstanding community leaders can act as lay teachers and serve on a lay advisory citizenship committee. In addition, teachers will need to have a thorough knowledge of the resources of the community which have potential value in terms of citizenship instruction. The research studies by Hollingshead[5] and Warner[6] will be valuable to teachers who are interested in discovering the relationship between the social structure of the community and the social behavior of children. The public relations value of such community activities should be a major consideration to both administrators and teachers.

6. *An important phase of a laboratory school citizenship education program involves cooperation with the teacher education institution concerned.* The basic purpose for the expansion of the Citizenship Education Project into the teachers colleges was to develop plans and procedures that might later be extended to all teacher education institutions. The eight teachers college representatives prepared a report suggesting ways in which prospective teachers might take part in the Project.[7] It was suggested that staff members of laboratory schools could play key roles in the Project through (1) demonstrating citizenship activities in the various

(*Continued on page* 144)

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[4]"Ten Hunches on Citizenship Education," *CEP News*, 1: 3-4 January 12, 1951.

[5]August B. Hollingshead, *Elmtown's Youth*. New York: John Wiley and Sons, Inc., 1949. Pp. xi + 480.

[6]W. Lloyd Warner and others, *Democracy in Jonesville*. New York: Harper and Brothers, 1949. P. xviii + 313.

[7]Citizenship Education Project, *The Pre-Service Preparation of Teachers for Citizenship Education*. New York: Citizenship Education Project, Teachers College, Columbia University, 1950. Pp. 18.

Social Growth in the Elementary School

The National Council for Social Studies in *Social Education of Young Children*-March 1950-lists these as objectives in educating our children toward more mature citizenship:

"To be a responsible, cooperative, participating group member

To acquire those skills, understandings, and attitudes essential for intelligent living

To develop skills of communication of quantitative thinking of critical judgment, of cooperative planning and solving of problems."

We in the elementary Laboratory School have considered each of these objectives. We have recorded in an anecdotal fashion some of the ways in which we think social growth develops in many different situations.

PARTICIPATING GOOD GROUP MEMBERSHIP

(This section was compiled by Merle Brown, Helen Price, Virginia Rockwood, Louise Sause, and Hallie Smith, all on the staff of the Elementary Laboratory School.)

One of the challenges of our culture is the art of living with others. The ability to discuss controversial issues objectively, to accept responsibility for group actions, to exercise self-control necessary for the well-being of others—these are refined skills necessary for the mature individual. But these skills do not just happen. They are the result of much guidance, practice, and evaluation. Behavior growth is a slow process but a developmental one. As elementary teachers, we need to analyze this development. We need to look into the day-by-day living of our children to see how the patterns emerge. We need to see this process of group membership and participation, not as an isolated or autonomous factor, but as a part of the entire school curriculum.

For example, learning to live in the kindergarten and nursery school resolves itself much with the fundamental ideas of give and take, of learning to share.

THE GROUP LEARNS TO TAKE TURNS AND SHARE

Bill had discovered that not only could he slide down but also walk up the sliding board. Immediately after he slid down, he wanted to go back up the board. He backed into the middle of the room for a running start, called "Hey, get out of my way" and was quickly answered by Nancy, who said, "No, it's not your turn. I want to slide." Nancy and others were in line, ready to take turns sliding down. Bill looked the situation over; looked at the teacher, who smiled at him; said "O.K.," then went again to take his place in line for a proper turn. After everyone else had finished sliding and had gone elsewhere to play, Bill went back to the sliding board, where he had fun by walking up the board as well as by sliding down.

Betty had finished playing with her modeling clay and had started to leave the room to wash her hands when the tecaher asked if she had made the clay into a ball. Betty stopped, said "Oh, no," and went back to the table. There she put the clay together into a good ball and said, "Here it is. Is it all right?" After being told that she had done a fine job, she then left the room to wash. Although they sometimes need to be reminded, the children have learned that, in order to have the clay ready for use again, they are responsible for rolling it into a ball so that a hole may be punched in it and this hole then filled with water before the ball is ready to be put away in the clay container.

Six-year olds are becoming less self-centered, more gregarious individuals. The teacher of first-grade children sees this developmental characteristic as an inner motivation for activities in which the group makes plans together.

THE GROUP LEARNS TO SAY THANK YOU

This year the parents of the six-year-old children have been most thoughtful in providing cookies for their children to share at milk lunch with others.

On Valentine Day, Jack brought some lovely decorated heart-shaped cookies to school. After enjoying these cookies together, the children discussed how to thank Jack's mother for what she had done for us. Usually we say thank you to those we need to thank, but this time Patricia suggested that we write a letter to Tom's mother. After a discussion of what to say in the note and how to say it, the following letter was planned and written:

Dear Mrs. Smith,
Thank you for the cookies.
They were pretty.
We liked them.

All year the children had been working on ways to improve their writing. We had stressed the regular standards, and the children checked their own efforts with these standards.

When the group decided to choose three children to select the papers that were to be sent to Jack's mother, one of the standards followed in choosing the group to do the selecting was that each must be a good writer. After the selections had been made and presented to the group, Jim said, "They are good thinkers. They didn't choose their own papers."

A GROUP IDENTIFIES ITS PROBLEM

A discussion group needs to idenify its common problems. It needs to learn to stay with the subject. The class was working hard to write a step-by-step summary of its trip to the airport. Right in the middle of telling about the interior of the airliner Shirley interrupted with, "I'd like to tell about the new boots I got yesterday." Ronnie answered, "That's not on the subject. Let's get this finished first." And the children went on to describe the upholstery, the

cooling equipment, and the panel board of the plane.

A CHILD NEEDS TO FEEL SECURE AS A MEMBER OF HIS GROUP

How can teachers help children feel more secure in the group? In the fourth grade Darrell had shown by his general behavior that he did not wish to join the group. The teacher surmised that Darrell felt that he did not belong. What could he do to really give him a feeling of confidence? When the group was talking about ways in which it could change the seats in the room, the teacher suggested that Darrell might make a seating plan. He spent much time in working out a plan, consulting others about it, and finally arranging the desks to meet the needs of the group. The teacher realized that this activity alone would not solve Darrell's problems, but it did give him a chance to plan for the group; it gave him an opportunity to feel wanted.

THE SOCIODRAMA HELPS A CHILD SEE HIMSELF AS A GROUP MEMBER

When children are making their own choices or are given opportunities to work with children, the teacher very often notices antagonisms in the group. Nancy had real artistic ability. She could add very gay illustrations to the room newspaper, but nobody wanted Nancy. Consequently, she tried to push her way into any or every group. Obviously the answer to this situation was not to be found in asking the children to be nice to Nancy or simply in asking Nancy to work more quietly.

The teacher considered ways in which the sociodrama might allow Nancy and the other children to see themselves. She described as a story a situation similar to theirs in which children were painting pictures together and refused to include one girl who wanted very much to join them. The first time the students dramatized the story, one of the most popular members in the group became the rejected child. Several others assumed roles of the children painting and carried on a dialogue developing the situation the teacher had described. They played this story over and over with different characters. One time Nancy herself became the rejected child. The group laughed at the absurdity of refusing to include the unwanted member. The teacher then asked why the situation seemed rather ridiculous and how they would like to change the story. Some said, "The ones painting do not need to be so bossy. The girl who is pushing her way in could ask to join." The next time the sociodrama changed its tenor. In their role playing, the participants revealed what they themselves considered good ways of accepting those who were antagonistic. To be sure, many sociodramas have not changed Nancy into a well-accepted, lovable child, but this acting out of feelings has helped. Before Nancy pushes someone aside to get a book she will sometimes stop and then ask to join the book-corner group. The children choose her more often to work with them. She seems happier.

PARENTS BECOME PART OF THE GROUP

Parents need to be included in school groups. Sometimes planning for parents means not only helping our families see what we are doing, but also bringing them into our school groups.

The fourth graders were trying to decide how to tell their parents about their day-by-day school activities. They decided to write a letter to their homes to invite their fathers and mothers to come in the evening to see what makes a good day in school. Next, they decided to invite other teachers with whom the children work.

As a result of the excellent planning done by the children, thirty-one parents and eight teachers came to the meeting. In the room were evidences of work done in the past few months. There was the attractive mural. There were pictures about the breakfast. The stories told about Thanksgiving Day, and taking trips. The children and parents toured the building. Other teachers who were present told of the way they worked with the fourth graders. The class followed this meeting by having an evaluation period.

Deciding more help was needed, they planned to write another letter to their parents.

INTERNATIONAL GOODWILL MUST BEGIN IN THE ELEMENTARY SCHOOL

As our skill in group living matures, we should be able to sense our relationships with larger groups. A feeling of understanding should reach out to peoples of the whole world. This goodwill is not developed alone by a study of other countries but grows as we learn more and more about individuals near us who are like us or different. Children need to feel the oneness of a community where people who are very different are living.

When some sixth graders began a study of foreign cultures, they found on the map many countries from which their own parents had come. One of their student teachers had come from Poland and had much to tell about that country. Finland seemed more alive because Miss Sahlman, a student from that country, had contributed to their group several years before. Taki, a Hawaiian boy, came over from the college to answer some of their questions about his home land. Rosa sang the Mexican Christmas songs she had learned at home.

Such opportunities for personal contacts gave the class a better idea of similarities among peoples from different countries, as well as a first-hand knowledge of their customs and arts.

B. FURTHERING EDUCATION FOR GOOD CITIZENSHIP

By providing opportunities for acquiring skills, understandings, and attitudes essential for INTELLIGENT LIVING.

(Elementary staff members who compiled this section were Nadine Fillmore, Inez Mauch, Earl Shagley, Hilma Weaver, Evelyn Wenzel.)

The elementary school that is try-

ing realistically to prepare children for citizenship in a democracy dares not treat either "citizenship" or "democracy" on an abstract, verbal level. Neither does it dare assume that "book learning" will guarantee intelligent living. Only through good, everyday school living, "lived intelligently," can children get the feel of good citizenship. Teachers at all levels in the Laboratory School are trying, whenever possible to help children get this feeling for intelligent living.

THROUGH THE DEVELOPING OF ATTITUDES AND VALUES

Marbles rolling off desks and across the room, marbles rattling in bulging pants pockets, marbles being emptied into metal-bottom desks with a deafening clatter—all these strain a teacher's belief in the democratic process to the utmost. It would be so easy to hand down an ultimatum, to "rule" once for all: "No more marbles shall be brought to school." It is easy, it is quick, it is immediately effective for the teacher to make rules; but the long-time values that emerge, or fail to emerge, from teacher-made rules need to be examined.

Making a rule often solves one small problem, but may give rise to other as serious as the original reason for making it. This is especially true if the pupils do not see the reason for the rules. If pupils are to become law abiding citizens however, they must learn to accept reasonable limitations on their behavior. They must know the reasons for such limitations, however, and should whenever possible have a part in formulating necessary regulations.

The problem of waste paper on the school grounds might have been approached only by the negative-admonition type of rule. The positive-suggestion method is better, but still tends to be superficial. The second grade, however, upon suggestion of the Student Council, hit upon a plan that took more time but that probably will do more to develop permanent values and attitudes toward care of school grounds. Billy was chairman of the Grounds Committee, which took seriously its responsibility for keeping clean one section of the lawn and for making recommendations for keeping it that way.

There is no short-cut to the establishment of attitudes and the building of values. They cannot be ruled or willed into children. They must grow from the inside and cannot be hurried, although the school can provide the environment and stimulation for furthering this growth.

THROUGH THE DEVELOPING OF ABILITY TO SOLVE PROBLEMS

An individual who is unable or poorly equipped to solve his own problems not only is severely handicapped himself, but is also a liability to society. It is a long way from the kindergarten work period to an international peace conference; but both involve, among other things, many problems in human relations. A nation with democratic ideals that "grows" citizens who cannot live intelligently on a day-to-day basis will find it difficult to assemble an intelligently functioning legislative body, or even to staff an adequate State Department.

Children learn best how to solve problems by solving those that arise out of everyday living. Putting on and taking off outdoor clothing is as serious a problem for kindergartners as learning how to budget an allowance is for sixth graders. Five-year-olds began to acquire advanced problem-solving skills when they planned together the procedure for coloring Easter eggs: cooking the eggs, buying the coloring, mixing it according to directions on the envelope, and assembling cups, vinegar, hot water, and sticks for stirring.

Page-by-page assignments which have as their purpose the acquiring of mechanical problem-solving skills have definite limitations so far as carry-over into real-life problems is concerned. Knowing that there are twelve inches in a foot did not guarantee that John could measure the inside of a drawer and cut paper the proper size to fit. The use of common sense in solving arithmetic problems must precede the acquiring of mechanical skill. When Bill said he added to find how many four-ounce containers it took to fill a quart bottle, he was doing just that. It would have been pointless to confuse him with the division process at his stage of development in number concepts.

Problem solving cannot be practiced if the existence of problems is not conducive to either recognition or solution of problems. Real learning experiences in the solution of immediate problems can emerge, not only for children, but also for teacher groups who are sincerely interested in cooperative action.

THROUGH EXPERIENCING SELF-DIRECTION

In no area are teachers having to exercise more restraint and subtle discrimination than in letting children learn through their own successes and failures. There is an almost universal tendency for a teacher to want to organize learning in terms of her own experiences, to show children "how" before they have had the fun and adventure of trying for themselves in a way that has meaning for them.

Learning to pare and to cut up the apples for their apple sauce was a real challenge for kindergartners, one which involved much experimentation. Some had to learn how to hold a knife; some had to determine the cutting edge of the knife; and most of them had to discover a method of paring. They found many and varied ways of coring and cutting the apples into small pieces. For ten-year-olds, selecting a box that would hold one hundred apples, their share of the government surplus, presented a real problem. It took three of them fifteen minutes under the teacher's direction, to agree upon a way to estimate the number of apples a certain box would hold. Of course the teacher could have solved the problem but the educational value would have been lost.

Experiences in self-direction involve making choices, bad ones often, as well as good ones. Children need

to become aware through such experiences that there is almost always more than one point of view to be considered and that making a choice usually involves a sacrifice. Voting on an "either-or" basis seldom results in a satisfactory solution. One upper-elementary group was faced with having to decide whether to go to a magic show and miss gym, or to go to gym and miss the show. Considerable heated discussion took place before an agreement was reached. Kindergartners had to decide what to do when, at Easter time, there were only fourteen cups of coloring to accomodate twenty-one children, each eager to color his egg. Being given the privilege of choosing their own colors often necessitated waiting for a particular color until it was not being used.

An over-simplified environment gives an illusion of security that is not there at all. Not only does it take the adventure out of learning; but it also fosters shallow, mechanical, unintelligent thinking which fears and resists change instead of welcoming and using it for new learnings.

THROUGH HELPING CHILDREN AS INDIVIDUALS TO ADJUST TO GROUP LIVING, AND THE GROUP TO UNDERSTAND PROBLEMS OF INDIVIDUAL CHILDREN AND HELP WITH THEIR SOLUTION.

Intelligent living involves, to a considerable extent, the necessity of getting along with other people. Children can acquire skills and understandings that make group living more rewarding and satisfying for all concerned.

Harold was a new boy who entered the third grade. Because he was three years older than the average pupil, and because of his inability to get along with the other members of the group, he created a serious problem. After some time it was discovered that Harold had a great deal to offer to the group, even though he could not read from the customary reader. When the group was reading about the farm, Harold listened and told many things about the farm that others did not know. He was also a very skillful artist and his pictures were a source of delight to the room. Through such experiences of success Harold found the feeling of security and accomplishment.

Ruth Ann is not a normal child because she has a very weak heart. Two years ago she could run and play normally and could excel in most kinds of physical activity. Because of lingering illness, Ruth Ann will never be able to do anymore strenuous exercise. Last month the pupils were preparing a play for their dramatization period. The characters were being chosen. As the play did not involve any strenuous activity on the part of the leading character, the children unanimously suggested that Ruth Ann be chosen. These third-year children were developing social understandings toward the physically handicapped.

Billy, in his third year of school, was having much difficulty in adjusting himself in a classroom with thirty-eight other youngsters. After two months of school, Billy had not learned how to work with the children, who seemed more mature than he. He was often on the defensive and had started fights with many of his classmates. In brief, Billy was a very unhappy child and was frequently absent from school.

After a conference with the principal, Billy's teacher, and the teacher of one of the second-year groups, it was decided that Billy should play with younger children, where the possibilities for social adjustment would be greater. Billy entered the second-year room rather reluctantly. He was introduced to his new friends and teachers. Billy seemed confused and perplexed and had nothing to say to the children. They did not reject Billy, but they were indifferent at a time when he most needed friends. The teachers tried to direct Billy's energy into useful channels. When he first showed an interest in the salamanders, Billy was given an opportunity to care for the pets. He was given room responsibilities, as well as that of caring for himself and his properties. Such duties helped to build a feeling of belongingness and a sense of security.

The story of Billy is not concluded. He continues to have problems, but he seems happy in most situations, for the children have accepted him as a group member. Last but not least, Billy has been regular in attendance.

THROUGH MAINTAINING FRIENDLY, REGULAR CONTACTS WITH PARENTS

Children bring to school everyday attitudes and values, patterns of acting, thinking, and communicating that come from adults most closely associated with them. They bring also problems created by conditions at home. The teacher's standard of cleanliness was hard for Tom to attain when he lived in a home that had no running water, and four children to be made ready for school every morning. Martha was so poorly cared for at home that she was rejected by every child in the room because of her offensive body odor. Cathy worried about her father's and sister's health until she was too nervous to concentrate on school work.

Teachers have many group problems that give them opportunities to consult with parents in ways that can give them and their children security. Kindergarten mothers were invited early in the year to meet with the teacher in order to discuss some common problems. One of these problems was that of the confusion that arose because children could not identify their own wraps. Mothers were asked to help avoid such situations by putting a permanent mark of identification on all garments and galoshes.

The location of the Laboratory School is such that most children are involved in heavy traffic, have railroad tracks to cross, and have great distances to walk. Because of these factors the kindergarten teacher and the parents discussed the problem of getting the children to and from school. Several possible solutions were presented and discussed in parent-teacher conferences held at the opening of school in September. Each parent selected the solution

which was most adaptable to his particular situation.

Two pupils in the third grade lived in the same apartment building, where the parents of the children were continually quarreling. This quarreling of the parents was continued by the children on their way to school. Soon other pupils in the classroom were involved in fighting on the way to and from school.

Through social understandings and attitudes, the pupils suggested that all parents be invited to come to school for a Lincoln program. Then the parents could tell the pupils why they did not believe in school fighting. A class president and secretary were appointed to take care of all misdemeanors. In this case, this method worked with satisfaction.

THROUGH FINDING LEARNING SITUATION THAT ARE PRACTICAL, HAVE MEANING IN EVERYDAY LIVING IN ROOM, SCHOOL, AND COMMUNITY

While we are preparing future citizens to live in our world, we must not lose sight of the fact that the child must live in his own world. He must be a person in his everyday contacts, at home, in the school, and in the community. Just as with adults, the child must have experiences in which he is successful, and in which he can find the satisfactions that are so necessary to the development of a happy, well-adjusted person.

If our schools are to fulfill their function successfully, they cannot act merely as fonts of knowledge and factories for the dissemination of skills. The learning situations faced by the child in school must be practical, and they must be meaningful in light of the child's environmental background of experience.

The following situations are offered as examples of ways in which various real situations have been used as learning experiences.

One group activity in the kindergarten grew out of the distribution of government surplus apples. The children talked about the kinds, sizes, shapes, and colors of different apples. They became familiar with the various parts of an apple. They looked at pictures of different kinds of apples and of apple trees during the four seasons of the year.

The decision to make apple sauce came when the conversation centered in the many ways in which mothers use apples. A recipe in the *Children's Cook Book* was followed. This involved counting and measuring the ingredients. Each child peeled and cut up an apple and took part in stirring the apple sauce. The culminating activity consisted in serving and eating the applesauce and was followed by washing and putting away cooking utensils, dishes, and silverware.

Eleven and twelve year-olds are beginning to take some interest in personal appearance. Boys will carry combs an, on occasion, will run them through hair soaked with dad's or older brother's hair oil. Girls now begin to master the pin-curl and to enjoy finger-nail polish, especially the deeper reds. Cleanliness is not foremost in the minds of this age, however; and rather careful inspection was found to be a necessary accoompaniment of reading and discussions on the care of the skin, hair, and nails. To follow up and punctuate such discussions, a beautician was invited to come to school and to demonstrate a shampoo, a wave set, and a manicure. She talked about hair styles, use of nail polish and hair oil. She was listened to with greatest respect by both boys and girls and was bombarded with questions.

Following this demonstration, the class set up a manicure shop in one corner of the room. With clippers, nail file, brush, and plenty of soap, the children, both boys and girls, have helped to keep one another's nails in better condition. A dressing table and mirror maid hair-combing easier and more inviting.

Throughout the year in group work and in various classroom situations, the sixth-year children have been investigating leadership, cooperative group action, and democracy in actual social situations.

The children became aware of their behavior toward one another. On an occasion when two boys were hurling threats of "I'll meet you after school" variety, some of the class suggested that each person tell his side of the story and that they all discuss the situation. During the discussion that followed, the fact was brought to light that one of the boys had misinterpreted the remarks of a third person. The boys involved and most of the others in the class were satisfied that it had all been a misunderstanding and they were happy that it had been settled amicably. There were a few children, however, who felt as though they missed a good fight.

Sometime later, in the same group a like situation developed and an attempt was made to find a solution by

group action. In this case, two girls were the participants. One very dainty, ladylike, and rather quiet little girl remarked that the other girl was a liar and that she was going to "smack her one" after school. This time two members of the class volunteered to act as attorneys, witnesses were called, and the facts were brought to light. It developed that the larger girl had intimated that the quiet one's hair had a "rather unpleasant odor". (All aspects of the disagreement were discussed by the group; and one member even suggested the larger girl, who had allegedly made the remark, might have had a cold and was sniffing on that account.) At the end of the discussion, the majority of the group had decided that from the evidence, the situation did not warrant any further action. However, on the way home, the very lady-like little girl "smacked her one" and, from all reports, a rather good one.

Many implications may be drawn from the foregoing situations, but for the classroom teacher one conclusion is inescapable: not all classroom situations have the hoped-for conclusions.

In citing the foregoing examples, it is not implied that all learning situations in the classroom should be an outgrowth of incidents that arise; nor is it possible for all situations to be equally meaningful to all the group. It is, however, desirable that the classroom teacher be alert to situations that develop, and that she capitalize on them in so far as they fit into the total curricular framework.

C. DEVELOPING SKILLS OF COMMUNICATION, OF QUANTITATIVE THINKING, OF COOPERATIVE PLANNING, AND SOLVING OF PROBLEMS

(The authors of this portion of the Elementary School Article were: Anna Carle, Olga Combs, Helen Patton, Esther Silverstein, Lauren Stolp, and Teresa Tulencik.)

Learning grows more easily in situations in which a child comes face to face with a need and learns through fulfilling that need. The more truly the goal meets the child's objective and his need, the more effectively will he concentrate and therefore learn. The reward of accomplishment for a specific purpose and of resulting satisfaction will stimulate further effort and achievement.

LEARNING HAS MEANING WHEN IT FITS OUR NEEDS

Bobby told us about going to the grocery store for his mother. He had bought some food for her and had given the cashier a dollar bill. When he counted his change, he found that the cashier had made a mistake and so he did not get the correct amount. As Bobby's group had been working on subtraction, he was able to check the amount of change he received from the cashier. After a discussion of Bobby's problem, Mickey suggested that the children build a grocery store in their room since he thought they could play store and use their numbers. The children thought this a good suggestion; so committees were chosen, as everyone wanted to help.

The chilren asked help from the art supervisor, her student teachers, and the industrial art supervisor. Much planning preceded the building of the store. Each child shared in this cooperative experience, and each had experience in selecting and buying material needed for constructing the building. Each served as a customer, a clerk, and a cashier. Each had experience in operating the cash register, in counting money, in making change, and in choosing foods. Much number work was used throughout the activity, and the children learned the value of number and the use of number processes as related to their own needs.

WE WORK TOGETHER

Through sharing, the children learned to tell interesting experiences, bringing their own story books to show and telling original stories. Through building bird feeding stations, the children chose their material and attempted to estimate the amount needed for these stations. This led to the use of the yardstick, to a discussion of how the stations were to be made, and to group decisions. One day after using the yardstick, a child remarked, "The yardstick has the same numbers on it that we use to count our children."

Cooperative planning and assuming responsibility were apparent when children cared for their own materials and their room through what they called their housekeeping duties.

WE PLAN FOR OTHERS

Early one morning in April a group of fourth-year children rushed into the classroom.

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We Learn Citizenship Through Our Past

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When the Junior Chamber of Commerce in Terre Haute sponsored an exhibit of local industries, one section of the sophomore English class of the Laboratory School made a trip to the Swope Gallery to learn more of the community in which we live. The written report and the oral discussion which followed revealed that, though the children had gained much from their experience, there existed, as in the case of many of their elders, a decided undercurrent of disapproval of their native city. Nothing had ever happened here. It was uninteresting. They were bored with life in this community. I was distressed. Finally one of the dissenters remarked in disgust, "I dropped out of school and tried for two years to find a job, but I couldn't get anything to do. There aren't any opportunities here."

After suggesting that probably he had supplied his own reason for failure by not preparing himself better for work, the teacher pointed out that other people had made opportunities here and that Terre Haute had contributed much to the growth of our country.

"Perhaps you don't know enough about Terre Haute," she said. "Did you know that a member of Lincoln's Cabinet was a Terre Haute man? There was immediate interest, followed by a chorus of "Who was he?"

Instead of an answer, other questions followed. "Did you know that a Terre Haute man was Secretary of the Navy in another President's Cabinet?—Did you know that two Presidents of the United States were associated with our old Fort Harrison?—Did you know that, just across from our school, lived a man who was five times a candidate for the office of President of the United States?—Did you know that a Terre Haute man, a Senator from Indiana, was largely responsible for the establishment of the Library of Congress?—Did you know that a poor farm boy from southeast of town was really the father of the Associated Press?—Did you know that another boy who lived in one of the poorest districts in town became an author of international reputation who exerted great influence over younger writers of his era?"

The usually silent Freddy, sitting in the front row, ventured, "Was it Booth Tarkington?" Penrod had scored.

"No, it wasn't Booth Tarkington," was the reply. "He was an Indianapolis man. You may be interested to know, however, that when he was a little boy he used to spend his vacations in Terre Haute with his grandparents, who lived on Ohio Street"

"Who was he?—Who was he?" demanded the class. Again they were told to find out. That they were genuinely interested was proved by the fact that, one by one, they came in after lunch hour to tell me their guesses. "I know the author,," announced Susan triumphantly. "Mother said that it might be Max Ehrmann, but Miss Clark told me it was Theodore Dreiser."

Convinced that there might be things about Terre Haute that they did not know, they were ready to accept the suggestion that we invite Mr. Robert Ratcliffe, chairman of the industrial exhibit, to talk in convocation. Armed with paper and pencils for note taking, the sophomores listened attentively to his story of the community, its past and its present. Their summaries and comments were carefully written; and their reactions this time were different.

"Although I've lived here all my life (fifteen years)", wrote Shirley, "I am very much surprised at what I'm learning. Oh, sure! I studied Indiana history when I was in the grades. But history! Who cares about history? Not I. At least, I didn't then, especially about the history of a smelly, dirty little town on the bank of one of the least known rivers in one of the most-made-fun-of states. But I've learned a lot since then about Indiana and about Terre Haute. Nobody can ever make fun of *my* home state or *my* home town. I say *my* because it is mine, as much mine as it is that of the little blind boy who lives in a shack on the river, or of the man without arms who sells newspapers, or of the president of the Woman's Department Club, who lives on Sixth Street. It's as much mine as it is yours; and, if we aren't careful, Terre Haute will be taken away from us little by little until there is nothing left but a small, dirty little town like any other small, dirty little town in the Midwest."

As we left the auditorium, Jim said to me, "Gee that was interesting. I enjoyed what Mr. Ratcliffe said. I'd like to know more about the history of Terre Haute. Couldn't we ask that man to come to talk to us who spoke at Thornton School when I was there?"

Broached on the subject, the class accepted Jim's suggestion enthusiastically; so Mr. Markle, our local historian, was invited to drop in for an informal visit, out of which grew our actual unit on local history. Together we planned and worked, fulfilling the objectives in the teaching of high school English of learning to think, to read, to write, to speak, to listen.

Perhaps, in these days of bookies and betting, the starting point of interest was the story of the old Four-Corner Track, of Axtell's world record made there, and of the exhibition runs of the famous mare, Nancy Hanks, and of Dan Patch, whom they had seen in the movie. With that introduction, however, they were

ready to move on to a study of people and places.

The field trip to Fort Harrison was particularly interesting. On a sunny day, several members of the faculty, lending their cars and serving as drivers, took the class, the student teachers, and some college visitors during the regular class hour to the site of the old fort, where Mr. Stantz, the principal of Gerstmeyer High School and an enthusiast on Indiana history, related an on-the-spot story of the battle and of early days in the wildreness. It was amazing to the students to realize that learning local history could be a hobby

"With the cloudless sky and the rippling water of the Wabash River as a background," wrote Sherry, "we listened intently as Mr. Stantz told *interesting* stories of Fort Harrison"; and she concluded, "We went back to school with happy hearts, lungs full of fresh air, and heads full of some wonderful ideas that we had learned from our trip."

Inarticulate Bobby, whose themes were often secured by extraction, wrote, "Yesterday we went back into history, back to the days when Fort Harrison was a thriving military post. Of course, we didn't really go back into time, but it seemed as if the years were passing before my eyes. It seemed as if I could hear Zachary Taylor shouting orders to a small group of men under fire in a battle in 1812. It seemed that I could see Tecumseh standing before a council fire speaking his words of wrath. It seemed, too, as if there were later a calm broken only by the wind from the Wabash. Though I think I know why there was that feeling, I still wonder at it."

"The mist of thought brought into my eyes the sight of boats traveling up and down the river and the canal. It revealed the sweat of men who labored to build and to defend. The mist also brought forth the question, "Old Wabash, how many secrets do you hold? What could you reveal if you could only speak? Yes, the many stories that old Wabash knows could fill a library."

The students were proud of their written reports and interested in the variety of expression and impression. As we checked the papers for details, we discovered that we must listen accurately. History does not record the Battle of Fort Harrison, as Carol did, as a Civil War engagement; and the French were not in possession of the fort.

The account of one heroic woman's action during the battle led to the remark that her descendants are still living in Terre Haute, respected members of the community. From the general interest in that incident we moved on to our next written work, an assignment to write stories from their own family histories. During the preliminary discussion genealogical charts, mentioned by one child, were distributed to those who asked for them.

Among the accounts were entertaining sketches of French influence in migration from New Orleans; of the common experiences of many who were lured to California by the Gold Rush, only to return home penniless; of the horse-and-buggy doctor and his service to the community; of Polish, Irish, Dutch, German, and English immigration; of long-ago trips by flat boat down the Ohio and up the Wabash; of the Cherokee Strip; of bitter feeling in Indiana during the Civil War and of southern sympathy in the state; of migration into Indiana of impoverished people from the South after the Civil War; and of early days at Markle's Mill.

Surely their American history next year will be even more meaningful because of the realization that history comprises the lives of many little people and that their own family stories explain, in part, what their community and America are today.

Having begun with our families, we next compiled a joint list of names of people who had left a marked imprint on this community. Names of streets, schools and other buildings, parks, and institutions suggested subjects; and the teacher helped with names that would answer the questions posed earlier in the unit. To teach use of the *Reader's Guide* and of other standard reference materials and to emphasize the fact that Terre Haute citizens are still contributing to their world, a few names of present-day people were added. Each child received a copy of the list, together with suggestions for possible first sources of material. Many students expressed preferences for particular subjects. Suggestions were made to others because of known interests. To Dwaine, for example, went the assignment for the report on a former State High School student, now an artist, whose interest in sketching began in high school days. We studied his illustrative sketches made in his freshman year and still preserved in the English classroom files; and we borrowed for the room a print of one of his prize-winning pictures in order that we might see that his subjects are often scenes with which we are familiar.

The list fillows:

William Henry Harrison, Leroy Wilson, Zachary Taylor, John Cox, John P. Usher, Janet Scuder, Daniel Voorhees, Carrie Peddle Ball, Lyman Abbott, Amalia Kussner, Colonel Richard W. Thompson, Eugene V. Debs, Major Orlando J. Smith, Theodore Dreiser,

Chauncey Rose, Paul Dresser, William H. Wiley, Herman Hulman, Sheldon Swope, William Riley McKeen, William Wood Parsons, Demas Deming, Ralph N. Tirey, Crawford Fairbanks, Max Ehrmann, Josephus Collett.

An unexpected interlude occurred as we were compiling our list, when Jack suggested the name of John Dillinger. After the anticipated laughter had subsided, the teacher explained that, though we did not have to claim him, we did have to claim one citizen who had brought disrespute upon Terre Haute, leaving a stain that had taken years to remove. A Heminway medal man at Rose, he had used his ability in the wrong direction. After the story of our mayor who was sent to a federal penitentiary had been completed, his name was omitted from the list. Citi-

zens may build or tear down the good name of a community, we found.

In contrast, we listed and discussed agencies for good within the limits of our own school district, where people are working unselfishly for the good of the community: the Boys' Club, Volunteers of America, Goodwill Industries, Family Welfare, Red Cross, churches, Girl Scout Cottage, Y.W.C.A., Indiana State Teachers College, Laboratory School, Rose Dispensary, Vigo County Tuberculosis Association, Council of Social Agencies, Community Chest, Chamber of Commerce, Emeline Fairbanks Library, and fraternal organizations that sponsor worthy causes.

With the exception of one more class trip to the Swope Gallery, where Mrs. Turman discussed the work of several Terre Haute people, subjects for special reports, this section of the work was carried on individually. Material was hard to find. The students could not understand that the card catalog or the encyclopedias might not open doors to what they wanted to learn. One day Althea came to me with the librarian's suggestion that we place our findings in the school library, so future classes might be helped in a similar situation. The scrapbook, planned as a department treasure by the teacher, became an asset to the school; and the breadth of our interest spread.

A classroom reference library, added to by the students, who willingly lent books from their homes, supplied information. In addition, students learned to use scrapbooks and bound volumes of magazines in the city library; and they learned to interview, using their text books for suggestions on note taking and interviewing. Parents and neighbors were drawn into the work, and a number of planned interviews with friendly townspeople supplemented printed information. As a corollary to the interviews, there were written notes of thanks to the busy people who had given their time to help us.

Oral reports preceded, in several cases, the written reports. As time afforded during extra hours, small groups visited such places as the Dresser home; Memorial Hall; the Debs house; the Preston house; the Scudder fountain at the Department Club; the Emeline Fairbanks library; and the college library, where they saw on microfilm *New York Times* issue containing an article about Leroy Wilson. Our most extensive visit was an afternoon trip to Saint-Mary-of-the-Woods, made by six children, the teacher, and a student teacher as a next step in our study.

The section on people was followed by a series of sketches on places in Terre Haute's past and on other items of interest, the list once more being a joint compilation of teacher and pupils. One pupil suggested that kodak pictures of historic places would add interest to the book; and Bobby and Dwaine set to work on additional pencil sketches that would illustrate the material.

Reports were prepared both in class and outside school, and information flowed in as the children worked. Often their remarks revealed growing understandings. As when one "researcher" commented, "I've found several people we are writing about were interested in developing the railroads here." Another child announced that his grandmother, nursing in the home of Mr. Fred Heinl, had learned that Mr. Heinl is a nephew of Eugene Debs and owns several pieces of the Debs furniture. "Would you like to arrange a trip to see it?" he asked hopefully.

"I read that Chauncey Rose's house stood at Seventh and Chestnut," said Freddy with a question in his voice. He was right. The courtyard of the Laboratory School is the site of Mr. Rose's home.

For our class lecture we invited Mr. Jack Biel, a local lawyer well versed in Terre Haute lore, to tell us the story of the Preston House, one of the few examples of early homes still standing and one with an interesting past.

The final list included: Fort Harrison, Markle's Mill, The National Road, The Wabash and Erie Canal, Memorial Hall, Early River Days, The Prairie House, Vigo County's Name, Highland Lawn Cemetery, The Dresser (Dreiser) Home, The Preston House, Woodlawn Cenetery, The Eugene Debs House, Indiana State Teachers College, Rose Polytechnic Institute, St. Mary-of-the-Woods College, Sugar Grove School, The Browning Hands (Fairbanks Library), The Lymann Abbott Pulpit and his sermon against slavery (First Congregational Church), The Four-Corner Track, Claude Herbert Memorial, Swope *Art* Gallery, First National Bank.

As the unit drew toward a close, we began to make a list of the experiences that our work had included. In educational terms, we evaluated the unit. Suggested as helpful were interviewing, using the library, taking notes, organizing one's work, hunting references outside the library, learning how to talk to people we don't know, and, of course, learning the history of the community. One should add, also, practice in listening carefully and reporting accurately; practice in writing notes of thanks; practice in writing interesting introductory paragraphs, practice in selecting pertinent details; practice in sentence structure, spelling, and other mechanics of writing; developing initiative; developing interest and pride in the community; completing a project, once started; learning to work better both as a group and as individuals; finding interests around us; realizing better that history is made up of the lives of all of us; establishing contacts with Terre Haute adults outside our own little school world; and developing a sense of responsibilities as future citizens.

Finally, since a study of the past should have its implication for the present, and since the unit in composition had been guided by an effort to link the students with their community and, in so doing, to build citizenship, the last step was based upon a recent editorial, emphasizing the responsibilities of individual citi-

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Work with the Student Council

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The student teachers were sometimes not happy in practice at the Laboratory School of Indiana State Teachers College and that something should be done about it was a thunderbolt statement made by a homeroom representative of the Student Council during the second semester of the school year 1949-50. Lively discussion followed which ended in the conclusion that the student teachers needed to see the school as a whole, needed to know the entire program of the student body they teach, and needed to have a cooperative attitude toward the regular teacher and students of the class they teach. A committee of five was appointed to plan an order of action. At the next meeting their recommendations were as follows:

(1) a tour of the building for the student teachers of the Spring term conducted by two members of the council.

(2) a discussion of the relationship between students and student teachers in the homerooms preceding the choice of a representative to a joint meeting of homeroom representatives, student teachers, and any members of the council who cared to attend.

(3) a convocation of the secondary school in which the student body would have a chance to give suggestions and ask questions on student, student teacher, and faculty relations.

The committee met with the principal of the school and the director of secondary student teaching, who approved the project and set dates for the tour of the building and the two meetings. The faculty approved the project after the plan was explained to them in a regular teachers' meeting by the principal and the sponsor of the council.

The student teachers seemed to feel that the tour was worthwhile, even though many of them had had the experience earlier, because their viewpoint was different and they saw more than they had seen before.

At the joint meeting of the students and student teachers the president of the council made it clear that the student council was anxious that the stay of all student teachers in the school be pleasant. He explained that the meeting was for the purpose of seeing mutual problems just as they really were and advising as to the best possible means of solution. Both groups were to feel free to ask and answer questions.

The student teachers led off with the idea that students can make or break a student teacher. Do students want to break them? There was lively discussion on this from both groups, but the final answer was no. The breaking of a student teacher is an exception and due to a combination of causes. Students are in school to learn. They want worthwhile material presented to them in an interesting way. If the class work is good, and the student teacher interested and sincere, there will be few discipline problems.

The next question from student teachers was how a student teacher "should discipline." The answers came fast. Be firm and forceful. Be human and laugh, but do not tell "corny" jokes or do much "kidding." Be friendly but not too familiar. Be dignified but not superior. Do not try to bluff.

The students then asked why student teachers were not interested and did not attend the extra curricular activities of the school. The answers were varied. Student teachers had too many of their own to attend. They had to work. They had to take care of the baby. They had to make lesson plans and get ready for teaching. They had other studies to prepare. They had social engagements.

Do student teachers realize when they plan lessons and make assignments how many different classes and activities students have in one day? Yes, was the answer. Student teachers have about as many themselves. They sometimes want to make allowances for things, but they are not free to do so, as they feel that the class is not their own. Student teachers are not sure of where their authority begins and the authority of the regular teacher ends so they are not always natural.

Why do student teachers treat students like children? Because they behave like children. If they want to be treated as adults, they must act like adults was the quick retort.

The council committee felt that in the light of this discussion there should be a joint meeting of teachers and student teachers to discuss the allocation of authority before the student convocation was held. The student teachers were invited to choose a committee of five to help plan that meeting as well as the student convocation. They agreed and a joint committee was set up.

The following week the principal and the director of student teachers invited the student teachers to a regular faculty meeting. The discussion was very slow in getting underway. The student teachers seemed afraid to express themselves openly as they had at the first meeting. The problems presented were chiefly those involving discipline, where it is hard to make general statements, since the answers depend on the conditions and the individuals involved. This seemed to open a new field of thought to the student teachers, who recognized that they had not emphasized individual problems in the first meet-

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Learning Through Direct Experiencing

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An extensive study entitled "Pre-Service Experiences in Teachers Education" is in progress at the present time under the sponsorship of a National Committee of the Association for Childhood Education International.[1] Among the several objectives set up for the study was the one which pertained to the location of institutions providing students with direct experiences in both academic and professional courses throughout the four years of the college program. A sceond concern of the same objective was to secure definite information as to the manner of implementation and the quality of the experiences so provided.

Through the cooperative efforts of both faculty and student groups from Teachers Colleges and Universities with Colleges of Education in most of the forty-eight states and the District of Columbia, a large amount of valuable and pertinent data concerning the location of institutions which are including direct experiences in their teacher education programs as well as the kinds of experiences provided and the manner in which they are implemented has been amassed.

Indiana State Teachers College, Terre Haute, Indiana, was one of the more than one hundred cooperating institutions. The contributions made by its faculty members and students either as individuals or in groups supplied some of the most outstanding examples of courses affording opportunities for direct experiences. Because of space limitations contributions coming from the instructor and students from one course only will be reported in this paper. The course, Home Economics 325-425, Nutrition and Home and Family Living in the Elementary School, will be used for illustrative purposes. Two reasons for this selection were its frequency of mention as the course which provided either a few or many opportunities for having direct experiences of some nature and the number of students selecting it as the course which afforded more of the kinds of experiences which had proved effective in coping with problems encountered later in student teaching. The fact that the present instructor[2] had been offering the course at the request of the Education Department of the college and with the help of two faculty members[3] since the winter term of 1941, a period covering 21 terms with a total enrollment of 518 students including both men and women was a factor also in its selection. It needs to be noted too that the emphasis on the provision for direct experiences which were a part of the course under discussion from its very beginning did not come into national focus until the Committee on Standards and Surveys of the American Association of Teachers Colleges appointed a sub-committee in 1945 to make a study of student teaching in the professional education of teachers which resulted in the outstanding publication entitled *School and Community Laboratory Experiences in Teacher Education*.[4] Therefore the instructor's own awareness and acceptance of her professional responsibility for providing students with opportunities to see and test the meaning of theory in action was an important factor also that could not be overlooked in making the selection.

According to the listing in the Catalog for 1951-52[5] the course, Home Economics 425, Nutrition and Family Living in the Elementary School is a four-hour course and it is described in the following words:

> Emphasis is on the ways and means of using the already organized elementary school program to assist the child to contribute to his home and family living and to help him develop a healthy body through good habits of foods, rest, and exercise. Appropriate laboratory experiences are planned to meet the needs of the students taking the course.

Since laboratory experiences are considered an integral part of the course, the enrollment is limited to the number for whom adequate facilities can be provided. Also students are advised to refrain from enrolling in the course until certain other courses such as Psychology of Childhood and The Teaching of Social Studies in the Elementary School have been completed. The text which has been used most frequently is *Home an Family Life Education in*

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[1]Special Committe on "Pre-Service Experiences in Teacher Education." Chloe Millikan of Northwest Missouri State Teachers College, Maryville, Missouri, Chairman; Merle S. Brown of Indiana State Teachers College, Terre Haute, Indiana, Sub-Chairman.

[2]Banks, Mary Alice, Assistant Professor of Home Economics, Indiana State Teachers College, Terre Haute, Indiana, 1940.

[3]Lacey, Joy M., Professor of Education, and Reed, Mary D., Director of Elementary Student Teaching, Indiana State Teachers College, Terre Haute, Indiana.

[4]American Association of Teachers Colleges. School and community Laboratory Experiences in Teacher Education. The Sub-Committee of the Standards and Surveys Committee. (John G. Flowers, Allen D. Patterson, Florence B. Stratemeyer, and Margaret Lindsey) 1948.

[5]Indiana State Teachers College. Catalog and Announcements 1951-52. Department of Public Relations. 1951.

Elementary School,[6] the contents of which tend to be centered around illustrative experiences.

How does the instructor working in such a situation provide for her students the opportunities not only for "learning by doing" but also for the opportunities whereby the students working cooperatively with the instructor can evaluate their abilities to function effectively when the time arrives for them to assume full responsibility for certain teaching-learning situations? It was the *effectiveness of the learning principles* acquired through specific types of direct experiences within the course situations and put to use in later tea*cher-learning* activities that this particular group of students tended to evaluate highly rather than the number of experiences made possible to them through the course activities.

Is the instructor meeting the challenge as expressed recently by a highly competent leader[7] in the field of professional laboratory experiences in such words as:

"Is the direct experience guided so that the student adequately reflects upon his experience, sees relationships, draws sound generalizations, and acts upon the understandings and generalizations to which he gives assent verbally?"

What evidences of growth does the instructor look for in observing behaviorial changes on the part of students when the inclusion of responsible participation becomes an integral part of the course? Are those students who are beginning to give direction to class work when questions and problems arise the ones she looks upon as showing growth or is it the one who takes interest in further study because of a realization of the need for personal development? Is there any evidence of the value which the instructor assigns to a direct experience as indicated by the planning and guidance which she gives to it?

One reliable source of information to use in evaluating the quality of the direct experience with emphasis directed to the concerns expressed in the preceding questions is the material contributed by the instructor as a part of the study mentioned at the beginning of this paper. In part she writes:

"Some mutually profitable experiences for children of the elementary grades and for students in the class, Nutritions and Home and Family Living in the Elementary School, have been worked out cooperatively between the instructor of the class and the administrator and teachers of the Laboratory School. The class is always scheduled at a time in the day when an experience in meal planning and preparation would be a timely one. The Nutrition Unit in the class is taught in a functional way to include actual planning and preparation of suitable meals. Since the teachers in the elementary grades at the Laboratory School include meal preparation as a means of improving health status and social mannerisms, there is a need for the use of the facilities of a Home Economics Foods Laboratory which bring about a need for the college students to learn principles of simple food preparation as well as efficiency in food preparation and clean-up in order to cooperate with these projects upon request.

"Growing out of a unit in Health or Social Studies the elementary children frequently decide upon cooking and serving a meal as a desirable experience. When the college class cooperates in the experience, the room teacher and group of children furnish sufficient background for the students to understand the needs of the group. The college class and the children then cooperatively plan a menu which is suitable for the entire group. Since there are six unit kitchens available for use in the Home Economics Laboratory, six group chairmen are selected and six groups chosen which sets up six family groups, each of which prepare and eat the meal as a family.

"On the second day of the activity, the groups meet in the elementary classroom and make a detailed plan for getting the jobs done so that the meal may be cooked and served ready to eat in about one hour's time. Eating and cleaning-up consume about one hour more on the cooking day.

"Recipes and directions are prepared cooperatively by students and class instructor. These serve as materials for a reading lesson on the second day of the activity.

"On the third day, a trip to the Foods Laboratory is made with the children in order to get acquainted with the suitable work space and tools. The child who is to make the muffins sifts and measures the dry ingredients to speed up this baking job. On this day, too, recipes are reread.

"On the fourth day the meal is prepared by the children under the direction of the college students. Many social learnings, too, grow out of the service and eating of the meal. Time management is an important factor, for the students as well as for the children. Both efficiency and sanitation are involved in preparation and clean-up work.

"On the fifth day of the activity evaluation of the experience is made by the children and the students. Usually, what we enjoyed, is discussed first. Then what we think we learned includes important points of planning, learning how to do the job chosen, learning about new tools and ways of doing things. The electric dish-washer used in one kitchen is usually a high point in the discussion. Finally the points of how we could have done better are listed. These could be the basis for another experience if time permitted."

Since it is not possible to describe all the experiences in detail, perhaps some idea concerning other kinds of direct experiences provided for the students may be obtained from the following statements provided by the instructor:

"In some rooms, committees of col-

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[6]Stevenson, Elizabeth. *Home and Family Life Education in Elementary Schools*. John Wiley, 1946.

[7]Stratemeyer, Florence B. "The Role of Direct Experience." Detroit Regional Conference of the Association for Student Teaching. Feb., 1951.

lege students help with such room activities as the setting up of animal feeding demonstrations; assisting with tasting parties to acquaint children with a wider variety of foods or even assisting with parties which include preparation of food. A committee of twelve sixth graders was assisted in baking a pumpkin custard for a Thanksgivig Party for the parents. Another example of this type of cooperative activity was helping to set up a portable kitchen to aid a fourth grade group of children serve a breakfast in the classroom. A committee helped the children prepare the breakfast after the kitchen was make ready."

There is, unquestionably, sufficient evidence presented in the above excerpts taken verbatim from the instructor's narrative description of the course to arrive at a satisfactory decision concerning the role of direct experience in the thinking and planning of the instructor. She does not look upon the expanding role of direct experience to mean the increasing of the number of experiences as is frequently the case. Instead, she selects experiences in terms of their effectiveness to help students get meaning from ideas and to develop understanding in order to increase their abilities in implementing ideas in action when placed on their own.

A second source of information to use in evaluating the effectiveness of this particular course program in direct experience is that material which was prepared by the student teacher[8] who, while engaged in student teaching was given the opportunity to work cooperatively with a group of twelve stuents from the college class. The supervising teacher,[9] knowing that the student when in the same college class, had participated earlier in a similar experience, considered the student competent to assume full responsibility for the leadership necessary in the planning, executing, and evaluating of the activities essential to the successful development of the cooperative undertaking.

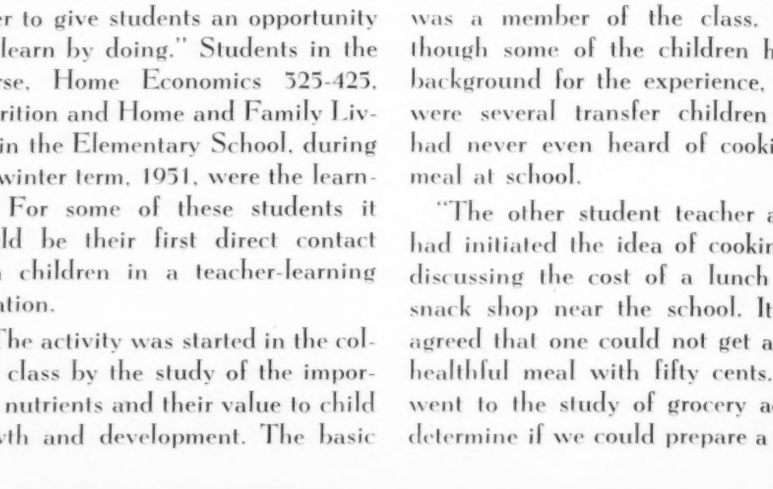
Lack of space requires the use of the summarizing report prepared by the student teacher rather than the detailed entries recorded in her daily professional log which would have presented a much more vivid description of this particular teaching-learning situation. The summary follows:

"This experience was carried out in order to give students an opportunity to "learn by doing." Students in the course, Home Economics 325-425, Nutrition and Home and Family Living in the Elementary School, during the winter term, 1951, were the learners. For some of these students it would be their first direct contact with children in a teacher-learning situation.

"The activity was started in the college class by the study of the important nutrients and their value to child growth and development. The basic text used was Home and Family Life Education in Elementary Schools by Elizabeth Stevenson. Films showing students working with children were seen and carefully evaluated. Menu planning on a very limited budget was practiced because when the time arrived to work with the children that was one factor that had to be considered. On the whole, the socio-economic status of the children tends to be below average; however, there is a wide range from very high to very low.

"Thirty fourth-year children were used in this experience, with ages ranging from eight to twelve. There is a wide range in abilities with the median falling below average. Many of the children had had similar experiences last year. In fact, I worked with some of these children when I was a member of the class. Even though some of the children had a background for the experience, there were several transfer children who had never even heard of cooking a meal at school.

"The other student teacher and I had initiated the idea of cooking by discussing the cost of a lunch at a snack shop near the school. It was agreed that one could not get a very healthful meal with fifty cents. We went to the study of grocery ads to determine if we could prepare a good meal for less than fifty cents per person. A good lesson in consumer buymanship came about from this discussion. Our next step was to discuss the Basic 7 Food Groups by using the Mother Hubbard's Cupboard



[8]North, Betty A. Second Term Senior and Student Teacher in the Fourth Year Room in the Laboratory School. Winter Term, 1951.

[9]Brown, Merle S. Supervising Teacher in the Fourth Year Room in the Laboratory School for 1950-1951.

Poster secured from General Mills, Inc.[10]

"During a writing lesson, the children made individual lunch menus keeping in mind the basic foods, the color, and the cost. I talked to many of them individually about the good and bad points of the menu. Perhaps the most scommon fault was the one of cost. They love the idea of having T-Bone steaks, ham, and other expensive cuts of meat. However, they had agreed earlier that we should try to prepare our meal for twenty-five cents per person. They made corrections and several good menus resulted After our discussion of cost, one common dish—fish—seemed to appear. Upon inquiring, Virgil gave me a good answer. "Fish does not cost anything; we can catch them."

"The following day the college students came to our room to observe and assist in planning our final menu. It had been agreed previously by the children that all should prepare the same menu. Since the meat had been the great concern they decided to start with it. After a lengthy discussion of "why" and "why not," they decided upon a meat substitute —dry beans. Then some still were not satisfied! More discussion—finally, baked beans. Another problem—a religious restriction of no meat for that day. So they decided to buy beans in tomato sauce without meat. That choice was our biggest problem. Head lettuce salad was chosen without too much concern. Baked apples were chosen for dessert. Then the problem of bread came up. Baking powder biscuits, muffins, corn bread, and bakery bread were all suggested. Someone remembered that the room had a sack of corn meal that had come from the Spring Mill State Park, so, without much further discussion, all agreed to have corn bread. John made the remark, "Corn bread goes with beans anyway." They all agreed to have cocoa to drink. So we posted our menu on the bulletin board. They were able to keep the cost to a low of twenty cents per person.

"Next we divided into six family groups with five children and two college students in a family. The college students agreed to prepare the recipe and direction sheets A shopping committee was made up of four college students and four children. We chose the children on the basis of past experience. Darla, who had had a similar experience earlier in the year was chosen to go in order to evaluate the learnings gained this time over the ones in the previous experience. Ladona, Donald, and Joe were each tackling a new experience.

"The following day the Language Arts period was used for studying the recipe and direction sheets. Also, on this day the children went to the college kitchens to familiarize themselves with their work space so that they would be ready to start immediately the next day. Eleven o'clock found twenty-nine children, eleven college students, two student teachers, and the two regular teachers (the instructor of the college class and the room teacher for the fourth-year group) ready to prepare the meal. Girls wore hairnets and aprons, while boys, except Bill, Bill, wore aprons only. But Bill wore a plastic dish cover on his head. Each child had a preparation, a table, and a clean-up job. They helped each other in order to do the jobs most effectively and efficiently. The college students served as guides for the children. Host and hostess responsibilities were taken by chilren. They had seen a film, Table Manners, previous to the cooking experience. They had had to study proper table setting and serving because many of them do not have complete table service at home. Since that experience, many have told me how they have shown their mothers to set the table properly. Some have proved to their families that they can cook by preparing the same dish at home as they did at school. One child had his older sister help him follow the corn bread recipe at home. I think the children profited by their careful planning more than from any other phase of the experience because in their individual evaluations they seemed to agree that the most helpful parts of the experience were :

(1) working in committees.

(2) studying recipes and directions previous to the day of cooking.

(3) finding work space and tools previous to the day of cooking.

(4) knowing how to plan a good meal.

"The college students profited by their "learn through experiencing" role. They all agreed that reading about a fourth year group cooking a meal seemed fantastic, but seeing it done made the experience 100 per

[10]Department of Public Services, General Mills, Inc., Minneapolis 15, Minnesota.

cent realistic. They saw how a nutrition experience can be carried out to become a meaningful part of the regular school work. Knowing that a thing can or has been done, and knowing how to do it are two distinct

and separate learnings. Actual experience is required for the latter."

There is yet a third source of information which has value of significance—that which comes from the college student's immediate evaluation of the experience. *Will the student have a better understanding of the values and goals within the teaching-learning situation? Will the student have added to his understanding of the needs of children and the ways in which learning takes place? Will the student be more ready to help children assume responsibility for action based on sound thinking? Will the student show a greater sensitivity for added study in order to insure readiness for helping children when time arrives for this?*

One student[11] describes the situation in the following way:

"There were a number of experiences that went into our preparation for assisting a fourth year group of children prepare and serve a lunch.

"About the first thing we did was to make a study of the ten most important nutrients; their value to child growth; and their best sources. With that information we experimented with planning menus for the three daily meals which would meet the requirements of the body in the matter of the ten nutrients and would include sufficient calories for individual needs. Next, we planned a lunch menu that would meet nutritional needs of the students in the class which stayed within a certain price range. We studied an account in the text about a Fourth Grade that planned, cooked, and served a lunch, noting especially just what was done on each day from the beginning to the end of the experience To acquaint ourself with the college kitchens we divided our class into groups and planned, prepared, and served ourselves a lunch of our own planning. The following day we evaluated the experience and discussed ways for improvement.

"Three days before we were to assist the fourth year gorup in their cooking experience, we met with the children while they planned their menu. After the menu was decided upon, each of us met with the group we were to assist. During this time we got acquainted with each other. We also planned what each member of the group would do in the preparation of a meal, at the table, and in cleaning-up after the meal. Each child had at least three jobs.

"The following day a committee from the college class met the committee from the fourth year group. Their job was to go to the grocery store to buy all the food articles necessary for the lunch. The shopping list had been made out in an earlier planning period.

"The following day we met the children in the college kitchens to acquaint ourselves with the kitchen that had been assigned to us. We helped the children find all the cooking equipment and tools that each would need in doing a specific job. We tried to anticipate each difficulty that might arise on the following day.

"When the day of the actual cooking of the lunch arrived all were fairly sure of themselves. A few absentees caused some minor complications which were solved by a doubling up of jobs. Barring an occasional instance of shunning of responsibility, the days planning and preparation culminated in a very valuable and pleasant learning experience for both the children and the college students."

The evidences of learning, both on the part of the college students and the elementary children, as presented in these illustrative experiences, do show without question, the point of view as accepted today and expressed so aptly by Dr. Florence B. Stratemeyer in the following manner:

Two factors are primary in determining the role of direct experience: The values and goals sought and the nature of the learner and the way in which learning takes place. . . The role of direct experience is to give meaning to ideas and to develop understanding that goes beyond verbalization to the ability to implement

(*Continued on page* 146)

[11]Junker, Laura: Student in Home Economics 325-425 Winter Term, 1951.

The Instrumental Music Training Program In the Laboratory School, Indiana State Teachers College

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It is an objective of the Laboratory School, Indiana State Teachers College, that any student, upper elementary through high school, who desires, may have opportunity at experiences in instrumental music, whether he be a beginner or an advanced student. A second objective is to have a band and orchestra that can give performances of musical merit at school or civic functions. A third objective is to give to those especially gifted and industrious students opportunity for development of those talents through performances as solists or as participants in ensembles.

The working out of a satisfactory program for beginning instrumental classes—one that will give assurance of a program of interest and be a builder for the school band and orchestra—is one of the major problems of school principals and music teachers. It is desirable that all music classes should meet at a scheduled time and not cut into the time of the academic classes. This provision for schedule times and the availability of instruments for these beginning classes are the major problems typical of most schools the size of the Laboratory School.

It is also desirable that the school own as many instruments as possible for these beginning classes so that students may have opportunity to try instruments before purchasing. Initial enthusiasm with many students is very temporary; many think they want to play musical instruments only to find they are not inclined to be willing to do the necessary work, or find it too difficult because of lack of talent. Students may be encouraged to try instruments on the rental plan, whereby all rentals paid may apply toward the purchase price if they wish to continue after the trial period. This plan is available at most music stores. It has been my unhappy experience too many times that students come to class with high priced instruments without experiencing a testing program of any kind only to give up the playing of them in a short period of time.

I should like also to mention that all instruments needed for balance of the school orchestra and band should be school owned. This insures instrumention to the extent of the school-owned instruments. Balanced instrumentation is very necessary for the study and playing of worthwhile compositions. The lack of certain basic instruments may necessitate the laying aside of certain interesting and good compositions.

Again, it is desirable that beginning classes be organized in the fifth and sixth grades that the students may approach musicianship efficiency by the time they are in the secondary school; also, later in school, many other interests enter into the lives of the boys and girls and they are less likely to give the necessary time to learn to play.

The training program in the Laboratory School begins in the fifth and sixth grades. The vocal teacher meets these grades for a twenty-five minute period daily Monday through Thursday. Students so desiring may enroll in instrumental music two days of this music period plus Friday through the cooperation of the class-room teacher. As you can see, this program would involve both vocal and instrumental teachers unless the class room teacher might carry on the vocal music program in her room while the music teacher is with the instrumental class. To date this program has proved very satisfactory in the elementary school. It has the advantages of having homogenous groupings of students and smaller classes which is

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Mathematics in the Secondary School

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Aside from the propagation of the race, education is the most important thing—the training of the soul as well as the hand and brain. So it behooves the school to determine what knowledge is of most worth and to transmit this knowledge to the pupil.

Spencer said the knowledge that is of most worth bore directly upon the life activities of the individual. These he divided into the classes:

1. Those activities which minister directly to self-preservation;
2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation;
3. Those activities which have for their end the rearing and discipling of the offspring;
4. Those activities which are involved in the maintenance of proper social adjustment and political relations;
5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

He also believed that mathematocs makes an important contribution in the systems of knowledge.

When a pupil faces a problem, his ability to deal effectively with it depends to a great extent upon the knowledge he has to draw upon. This knowledge may come from direct dealing with the materials and conditions that make up the problem situation, or the pupil may have to draw upon the experiences of others.

The Mathematics Department aims to aid the pupil in tapping the accumulated experiences of the human race, and help him in appraising his solution he has selected in the light of his goals. To help him see the immense values of mathematics as a servant of mankind and as a permanent part of research. It is the responsibility of mathematics to develop ability to recognize and use quantitative data in the study of social problems. Mathematics is needed in technology, business, and scientific research. Should anyone be unaware that "technology has produced a social order organized around an industrialized culture, controlled in a large measure by corporate society"?

Science has made tremendous strides in the area of technology. The quality, quantity, and variety of inventions have amazed the world. This is an age of machinery. If a machine is mathematically wrong, it is a failure. But before a machine can produce, imagine the mathematics needed by the inventor. To see the magnitude of training, recall the invention of the typewriter, lathe, sewing machine, printing press, automobile, radio, airplane, besides the terrible inventions which spring up as results of wars. Mathematics grew out of life situations and the meeting of every day problems has led to its further development.

But the pupil cannot rediscover it solely on the basis of his needs and interests. So it is the function of the school to show him that the history of mathematics is the history of the race, and that man's control over his environment is dependent upon his knowledge and use of mathematical concepts and principles. "Often civilization stands waiting for the mathematics to advance until it can show the way to proceed". Mathematics is a product of many men and women from all parts of the world, not of a few geniuses.

If the future secondary school is to be evaluated on how well it has developed citizens of and for a free society, then the aims of a free society must be known. According to the Harvard Report on General Education in a free society, the primary abilities to be developed by every individual are:

1. To think effectively
2. To communicate thought
3. To make relevant judgments
4. To discriminate among values

The changing climate of secondary education is very important. The ability to retain a working knowledge of fundamental operations and concepts seems to be fading.

It is the responsibility of the high school mathematics teacher to develop the primary abilities in so far as they affect quantitative thinking, that is, thinking in terms of number and space. To do this, consider the categories into which pupils may fall:

1. Those who are interested and have ability in the subject;
2. Those who are interested but have no ability;
3. Those who are not interested and have ability;
4. Those who have neither interest nor ability.

In these groups interest and ability can run the gamut from zero to infinity. Probably those in the last group should give us the least concern. "For the greater group there should be a sequential course from the 7th to 12th grade preserving and extending the common learnings, and extending that type of mathematics that contribute to the needs of citizens in a free society." Mathematics should be available to all pupils who desire to study it. Guidance in mathematics is not telling the pupil whether he should or should not take a certain course, but is telling the pupil which type of mathematics he is ready to undertake and providing that course for him. This question must be considered: "Is the pupil sufficiently mature in aptitude, interest, and preparation to enter into the study of a particular body of mathematical

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Contributions of the Foreign Language Department to Better Citizenship

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The understanding of American culture and of the historical, political, social, and economic forces that have entered into its formation and are still affecting its evolution is one of the essential aims of education in the public schools of America. American culture is a composite into which the cultures of many ages and peoples have entered. Hence, it can be fully understood only as we understand the foreign cultures— ancient and modern— which have entered into its formation.

CONTRIBUTION OF THE LATIN DEPARTMENT

Gertrude Ewing

Of these cultures the Roman contribution is one of the most important. During the centuries when Rome dominated the Western World, institutions—political, social, and economic—legal practices, religious beliefs and customs, moral and ethical ideas developed which have influenced the thinking and practices of all succeeding ages. By observing their beginnings and operation as we read about them in Roman literature and as we study the events of Roman history, attention is directed to the origin of existing institutions and a clearer insight into fundamental principles is secured. Thus modern life takes on a richer significance.

In literature, in art, in government, in law, in social relations, in private institutions it is impossible to discount the influence of Rome. From the study of the famous Justinian code, the "corpus Juris Civilis," sprang the modern science of law. In government the influence of Rome has been felt with equal keenness. Belief in the dignity of the state and in the entire right of the entire body of free people to participate in government, as represented in the Republican system of Rome, has never disappeared. The federal system of the United States in many of its details, especially in the provisions of checks an balances, has borrowed much from the Romans. Our thinking upon modern political, social, and economic problems is clarified by studying similar ones which arose in Rome and by observing the measures taken to solve them. Perspective is gained which will enable the student to estimate better the probable results of experiments with which he is faced. Rome was a reservoir into which the streams of the past led and out of which came much of the present. The inception in Europe of what we understand as organized society must be attributed to the Roman Empire. Institutions for public service—museums, baths, theaters, libraries, schools, the Christian church itself—were conceived in Rome and spread ever farther from the boundaries of Italy, until they covered the civilized world.

The students of Latin, by gaining the breadth and depth of vision come from the reading of Latin literature and the study of Roman history, are aided in weaving better qualities into the fabric of our national life. As they read the stories of early Romans, they come into contact with some of the finest examples of constructive patriotism that history has recorded. Vividly they can perceive the consequences of the decay of individual character, of the rise of factionalism, of passion, of selfish ambitions in the administration of government, of indifference to justice, and of disregard for human rights. Each nation will always have its own problems to solve, its discontents to satisfy, and its evils to overcome. One of the best guides for youth in acquiring an understanding and sympathetic national and international attitude is the interpretation of the present through a vitalization of the past. The reading that is carried on in Latin can be directed consciously and explicitly to the attainment of this aim.

The theme of the first year's work, "The Making of a Roman," lends itself to division into such topics as:

1. The Nature of the Latin Language and Its Importance in World Culture.

2. The City of Rome and the Life of its People

3. The Roman Home and the Life of the Family.

4. The Religious Ideas and Practices of Rome.

5. The Character of a Roman.

Stories concerning Cincinnatus, Horatius, Regulus, Brutus and his sons, Cornelia, Aeneas, Spartacus, Scaevola, Curtius, Fabricius, read in the original Latin and in the background material in English, furnish discussions on topics such as: Patriotism, service, honor in public and private life, fortitude in times of danger, a strong feeling for liberty, sternness of discipline, kindliness to ward one's fellowmen, cruelty, militarism, respect for religion, and a taste for the best things in books, painting, music, and sculpture.

The theme of the second year, "The Growth of the Roman State," is divided into such topics as:

1. How the Roman State was Built.

2. How the Roman Created and Organized a Province (Caesar's Conquest of Gaul).

3. How Rome's Career of Conquest Affected Contemporary Institutions

and Life, and Left Its Impress Upon Those Succeeding Ages.

4. Crises for the Roman State Resulting from Social Wars, Personal Ambitions, and Government Corruption.

5. Effect upon Individuals and the Result of the State of Selection to Leadership in Times of National Stress.

6. Roman Citizenship—Its Duties and Prerogatives.

7. Reflection of Political and Social Conditions, and Personal Interests in the Literature of the Republic and the Empire.

In the first year through an introduction to some of the famous heroes of the Roman Republic the students have become acquainted with the personal qualities that enabled Roman leaders to accomplish great deeds which gave them glory through the centuries that followed. These achievements and those of other famous leaders met in this second year's study are fitted into a review of the course of Roman history up to the time when the Republic passed into the Empire. As the series of events is traced, the methods by which Rome gained her position as the dominant power of the ancient world, the courses leading to changes in forms of government, and the processes by which these were brought about are emphasized. The steps by which individual liberties were secured and lost, the rise of social problems and the solutions attempted, and the effect upon national character of personal ambition and of the growth of luxury resulting from conquest are observed. A critical comparison is made with political and social institutions and movements which have developed in modern times, particularly in America.

Activities are directed toward such questions as:

1. What qualities should a people demand in its leaders?

2. What services and sacrifices has a nation the right to demand of its citizens?

3. Should experience in military leadership be expected of national leaders in civil life?

4. What causes bring about a change in governmental forms in successive periods of a nation's history?

5. What are the essential elements in a democratic form of government?

6. What reasons are there for conflict between the different social classes in a state?

7. What traits of character, what economic problems, and what objectives lead a people to expand its power through military conquest?

8. Why are Roman symbols of authority and empire still in use today?

9. Why should military organization and power continue to hold such an important place in national policy today?

10. Should military power be developed as a proper means of national defense and expansion?

11. Does the development of armed strength for defense lead inevitably to its use in gaining national glory and power?

12. Can world peace be insured best through conquest or conciliation?

13. How have the political, social, an economic problems of the Roman Republic been duplicated in those of our own Republic?

14. What effect do foreign conquest and rule have upon the subject people?

15. What effect do war and conquest have upon national life?

16. How can individuals, such as Caesar and the modern dictators, seize and retain dictatorial powers?

17. Do modern problems of unemployment, political dissatisfaction, and class conflict have precedents in ancient times?

18. What is the responsibility of an officer of the government to the citizens?

19. Can an honest statesman successfully combat general political corruption?

20. What obligations does a citizen have to the state in peace and in war?

The activities of "Semper Progrediens", the Latic Club, also are directed toward the training for citizenship. The club, composed of present and former Latin students, is organized in the manner of the ancient Roman Republic. In this organization opportunity is provided for actual experiences in the practice of democratic principles. Thus the Latin Department, in both its class and club activities, is endeavoring to put in practice the belief that classical education should have as its aim not individual culture but a culture that may be enlisted in the course of true democracy.

CONTRIBUTION OF THE SPANISH DEPARTMENT

Mrs. Haline Hake

"Here will be fostered the growth of that sympathy born of similarity in good impulses and noble purposes, which draws men of different races and countries together into a community of nations, and counteracts the tendency of selfish instincts to array nations against each other as enemies—May the structure now begun stand for many generations to come as the visible evidence of mutual respect, esteem, appreciation, and kindly feeling between the peoples of all the republics; may pleasant memories of hospitality and friendship gather about it, and may all the Americas come to feel that for them this place is home, for it is theirs, the product of common effort and the instrument of a common purpose."

These words were spoken by Secretary of State Elihu Root at the time of the cornerstone laying ceremonies of the Pan American Union Building in 1908, and strike the keynote of the present Organization of American States which had its origin more than a hundred years ago. The members of the OAS are the twenty-one nations of the Western Hemisphere whose representatives signed the Charter at Bogota in 1948. They are: Argentina, Bolivia, Brazil, Chile, Columbia, Costa Rica, Cuba, Dominican Republic, Ecuador, El

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Science Activities in the Laboratory School

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The opportunity for the science student to work with a wide array of materials and devices in many situations and a wide range of interest patterns is one aim of the progressive science teacher today. Many secondary school students do not have much opportunity to explore an develop interests, skills, and hobbies outside of school and need a chance to do so in school. In our Laboratory school science work we try to have students feel free to come into classrooms at noon or after school or during certain periods in the day to work on pictures in the darkroom, to make electrical gadgets, to solder, to set up chemistry experiments, or to just look at skeltons, preserved specimens, or growing plants in the sun room.

The total experiences of the student tend to impinge upon his behavior patterns and thought processes. We believe that our Laboratory School students are able to choose wisely of college offerings of literature offered them on science, and of ideas offered the public through the radio and newspapers; we believe that this is partly due to their wide range of experiences in science.

Three science clubs exist in the school, a junior science club, a senior science club, and a camera club which includes students of both age ranges. These science clubs are used to satisfy some of the extra interest and desires to explore but we do not rely entirely on the clubs for this. If an activity is good in a club why not use the same activity in a class? Some field trips may be made by a club group that would be difficult to do with a class group.

Some of the diversified activities which we have attempted to make available to students are special programs, exhibits, field trips, and special laboratory work. The House of Magic from General Electric Company has visited the school twice in the last five years. One group recently made a field trip which included the Museum of Science and Industry and Adler Planatarium at Chicago in one jam-packed day. Other groups have visited the coke and gas plants, the Commercial Solvents plant and research laboratory, a large photo studio, our own Indiana State Teachers College laboratories, the Rose Polytechnical Institute laboratories, and the Isaac Walton League's wild life preserve at Cloverland.

A reasonable amount of manual dexterity with and understanding of the tools of science such as the bunsen burner, the graduate, the galvanometer, the metric ruler, the microscope, and the scale diagram are acquired by most of our students. The slide rule has been used extensively in the Physics classes.

Many student-teachers mingle with the students and help to lead them during the course of a year. Each young student-teacher has special aptitudes and skills which he contributes during his term with us. We have recently had a student-teacher who was a flying instructor during the war. He worked out a unit in aeronautics in which a Link Trainer was brought here and used by students both in the class and outside class. A student-teacher who was a professional photographer helped with the camera club for two terms, and a number of former medical corpsmen have been doing student-teaching in biology. Our student-teachers in chemistry are often working in local commercial laboratories part time while attending college.

A course in Physical Science has been taught in the high school for four years and has proved satisfactory. Sophomores are in the majority in this class but some juniors and seniors also take it. The work includes some meteorology, astronomy, and geology in addition to some of the fundamentals of physics and chemistry. The physical science is built around such units as "How and Where do we Obtain and use Heat?" and "Transporting the Worlds Goods." In the transportation unit just finished a quite thorough study was made of diesel engines. The stu-

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A Junior High School Science Club And Its Activities

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A science course in the Junior High School should stimulate and guide the pupil's growth in understanding materials, forces, elements and living things which make up his every day world. Through these understandings his behavior should be changed. The child is naturally curious about his environment but needs guidance in developing a wide variety of interests that will serve for recreational and leisure use during his study and in later life. These new and wide interests should give a great deal of satisfaction and change the appreciations and social attitudes of the child.

Many experiences can be provided in the regular classroom and through the science club. Experiences through these mediums may be so satisfying that a child may desire his younger brother or sister to have the same experiences. Thus three girls joined the Junior Science Club because their brothers insisted upon it.

At first they did not show much enthusiasm but finally became interested in plants. This interest lead to a planned visit to a florists shop through which they gained enough information to give an excellent report to the club and were spurred on to starting plants from seeds, bulbs, and cuttings. One girl brought her mother's spindly geranium to school to see if she could learn how to make it grow better. After carefully nursing it all winter back to a sturdy healthy plant, she carried it home to her mother for Easter with a great deal of pride. Her remark as she went out the door, "Won't my mother be surprised and glad to see her geranium looking like this?" showed the satisfaction and pride she had gotten out of solving her problem.

All spring they spent a great deal of time learning about plants to plant in their yards and little gardens. This took them to the library for reference books and to the perusal of many seed catalogues for information. They found that they could enlist the help of the county agent in testing their soil. Now they are planning on how to enrich their soil.

All three girls needed some knowledge and some stimulation to make their surroundings more livable. This interest in plants with its immediate applicability will probably leave its lasting imprint on the lives of the girls. This experience will have changed their behavior.

Another instance of a child wanting to share his experiences with others is the High School boy who first became interested in electricity in his Junior High Science class. He enjoys his hobby so much that he decided to help some of the younger Science Club boys who were interested in electricity. He recruited three boys and is spending one or two evenings after school each week to guide them in their work. The boys must read books and work at home on their projects. They are very enthusiastic and would stay more evenings if allowed.

Several times the High School boy has set up demonstrations for the younger Science Club members. Thus we have children developing new interests, new attitudes, problem solving technics, and gaining knowledges through the interests and appreciations of an older pupil.

Last year the Science club became interested in beautifying the inner court of the school. About six of the boys spaded up the entire court, fertilized and seeded it. They had the soil tested to make sure it needed a fertilizer and if so, what kind they should use. They have taken a trip to a nursery for information and have spent many hours making plans for planting the border.

This project has extended through two years and they are still very much interested in it. They become very indignant when paper is thrown from the windows into the court. The older boys are training the younger boys

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Some Experiences in Teaching Mental Hygiene in Ninth Grade Biology

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Biology! The study of life—plant and animal life; algae to the giant sequoia; amoeba to man! Relationships, adaptations, ecology, conservation, man's place in a living world. This is the assignment of freshman biology. What to choose from this vast and diversified mass of knowledge is the problem faced by the biology teacher. A part of the answer comes like a clarion call from the students themselves. "Teach us the things most vital to our experience." "Help us solve our problems."

What are these problems? There are many critical periods in the life of an individual, but none more important perhaps than those experienced upon entering and during adolescense. The child is experiencing such baffling changes at this period that he certainly should have some understanding of what is taking place as well as some guidance. It is felt that an introduction to a biological understanding of these changes is essential. This can be called "mental hygiene" or "how to keep well mentally" or by any other suitable name. The important thing is to deal with the actual problems of the child—with his own immediate problems, without making the study personal to the point of embarrassment. Since there are biological changes, and since mental activity and behavior have a biological foundation, a study of this kind is essential to round out the student's education.

Some of these biological foundations and functions are: the appearance of secondary sex characteristics brought on by the increased growth and activities of the gonads; the nervous system; and the endocrine system. The mental cannot be divorced from the physical because, without the basic physical structure there would be no mental. To study the physical structure of the body and not tell what it does would be foolish. Growing out of the mental activity are emotions, attitudes, social behavior, and personality development. If the biological facts of the human body are taught, it naturally follows that these outgrowths must be taught also. This is done in our unit "How can I keep well mentally?"

Parts of the actual material studied are covered at various times through units on general human biology, such as "the endocrine system," "nervous system," and "how to keep well physically." All of this serves as background material for a study of mental hygiene. All through biology such important concepts as adaptation to environment are stressed, with emphasis on human adjustment.

In the unit on mental health an understanding is sought of such concepts as stimulus, response, behavior, habit formation, emotions, personality; the role of heredity and environment; special senses, reason, and memory; reflexes and conditioned responses; with emphasis upon drives, instincts, and conscious mental and physical activity. Adjustment, adaptation, emotional control, and such psychological reactions as compensation, rationalization and day dreaming are studied.

After an introduction much of the content of this study is developed around questions asked by the students themselves. On a recent occasion the students were asked to submit questions concerning social, personal, and emotional problems for the purpose of providing the instructor with information that would enable him to develop a meaningful unit. A total of 185 questions were turned in by 56 students, 72 of which were written anonymously, while 113 were asked orally. The number of duplications signified that many of the problems were common to all.

The largest percentage of questions pertained to emotions. "Boy-girl relations"; "getting along with other people"; and "sex" tied for second place in the number of questions asked. Other questions concerned abnormal behavior, moral character, mental growth, marriage, attitudes, and many others difficult to classify.

After the questions were classified they were used in preparation of the unit to make it of real meaning to the students. Applications of the principles involved in this unit are made to real life situation: problems of the home; school problems; social problems; "Date" problems, and other ways.

The questions reveal much about the individual student. Note the following, as examples. An overweight girl asks: "Why do some people feel that they just *have* to eat something every little while?" She is near the solution of her problem but needs help. Another child stutters. She asks "Why does a person begin to stutter when they change from their left hand to their right (when writing)?" Or this from a girl who is showing much interest in the boys: "Why do girls get a cruch on student teachers?" The boy who asked the following is in the tenth grade and perhaps has good reason to ask: "Why is it so difficult to control sex habits and attitudes?"

These are but a few examples of many revealing questions asked. If only a few of the students are benefited by a study of personality devel-

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Making Friends Through Books

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One of the criteria for judging the effectiveness of an elementary school library program is the enjoyment of books which we can observe in the children who use the library. The library should give children opportunities to become acquainted in an informal way with the old and new in literature. It should be a place where they can browse quietly, where they can delight in just looking at books and where they can listen frequently to good stories and poems. Children need to discover, also, that in the library they can find books which give them information to answer their questions and give them directions for developing hobbies and activities.

Where they can browse

Children do not like to be hurried. They enjoy having time to make a choice. Each week as the children come to the library they take time to look around, to see the new, and to find books of special interest. For the very young children, easy books are put on low tables from which the children can make choices. It is important that the child feels that the book he is checking out is the one he really wants. This critical selection is necessary.

Delight in just looking at books

Young children need time to come together to enjoy the illustrations of a book. Happily, there are many juvenile books today, whose pictures merit special notice and comment. For example, *It Looked Like Spilt Milk* and *Where's the Bunny?* are such books for younger children. The beauty of Tengren's *Tell It Again* has a definite appeal for older children. One group of ten-year olds who especially enjoyed the book said they would like to find other books illustrated by the same person. When Tommy saw *Cowboys and Indians*, he said, "Will the library sell me this book?"

Listen frequently

Each week during their library period the children sit down together to listen to a story or to some poems. Some weeks it is a new book; other times it is an old favorite which the children have requested. The fantasy, *My Father's Dragon*, has a story appeal to a wide range of ages. Children ask again and again to hear *The Mighty Hunter*, *The Five Chinese Brothers*, and *Smoky Poky*. *Smeller Martin* has a special appeal for the eleven and twelve-year olds. Boys and girls in the fifth year have a great liking for tall tales. One of their outstanding favorites is *Yankee Thunder, the Legendary Life of Davy Crockett*. Young children have a natural liking for poetry. It is fun to hear. They enjoy marked rhythm and crisp rhymes. The six and seven-year olds like poems about the circus and animals. One of their best liked volumes of poetry is *Bridled With Rainbows*. *Little Hill* is another popular collection with them since it contains poems dealing with everyday events with which they are familiar.

Finding information

The library is a place where the child can find information he needs about a certain problem or subject. Some third graders were writing stories and drawing pictures about insects. There was a small picture of the sow bug in their science book but not much information was given. They did not know how to identify a sow bug. Three or four of the group came to the library to get help. When they found the volume of the encyclopedia which told about the insect, they took the book to their room so their teacher might read to them and they could see the pictures in greater detail. They were amazed when they were able to find more information about the sow bug in another book *The World About Us*.

Some of the fourth-year children found a turtle in the school-yard court. A group brought the turtle to the library. They wanted to see what kind of turtle it was and what to feed it. The group was shown how to use the card catalog to find a book about turtles. They were then taken to the shelves and helped to find the book *Turtles* by Bronson. The group was thrilled to find a picture in the book like the turtle they had found in the court.

Hobbies

Sometimes as boys and girls grow older, they become so actively interested in sports and outdoor games and collections that reading no longer seems to have its appeal. Fairy tales seem childish; adventure stories, not realistic enough. It is then that the librarian needs to discover their activities and interests. A book which tells about their hobby or which can arouse their curiosity in a new hobby is often just the thing. Mike was very much absorbed with the building of soap-box racers. He didn't have much time to read. But he found a book *Make It and Ride It* which told him how to perfect his model racer and some ways in which he could increase its speed. He used the book, and the finished racer was good enough to make him feel very pleased. Although it didn't win the race, it performed creditably. Another popular book for the twelve-year old is *Now You See It*. Here is a book which deals with the intricacies of sleight-of-hand and ways to mystify the public. After reading this book, boys want to know about some famous magicians. *The Great Houdini*

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The Big Little Things

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The field has long been concerned with building competencies. Today with the emphasis on adjustment, business education like all other subject-matter fields is concerned with social competencies as well as the skills.

Therefore, many of the teachers of the skill-area business subjects have adjusted and broadened their objectives to include "incidental learnings" that foster good citizenship. The expanded goal is meaningful because it complements the original objective of teaching salable skills, insufficient as an end, since it is a proved fact that more persons fail on the job from a lack of desirable attitudes than from a lack of aptitudes.

The staff of the business education department of the Laboratory School is vitally concerned with creating situations that point to this end. The means are simple—hardly seem to merit relating. However, the casual is usually effective. For evidence, look in on some procedures used.

Realizing the employee, who works under supervision, needs to have the right concept of the role of the supervisor and to have an appropriate accompanying attitude toward him, it is the responsibility of the business teacher to provide a classroom situation that will permit such a concept and such an attitude to be experienced. The pupils must believe the teacher is their helper, not their critic, just as the employee must realize his supervisor is his helper. Are you welcome to move among your typing students, demonstrating and suggesting as the all important correct techniques are first being understood, then practiced, then achieved? Later when the emphasis changes to job production and the knowledge of correct form is the objective, are you welcome to work among the students, or are the students wishing you would sit down at your desk? (The teacher's chair is the one unessential piece of equipment in the typing room). Try telling your students the first day if they "catch" you sitting down while they are needing to learn through your suggestion and individual demonstration that they should tell their parents their typing teacher did not earn her salary which comes from their taxes. It works! By working among the students, the teacher is utilizing her time to the best advantage, the typists are developing better skills and knowledges, and the teacher is creating in the students' minds the correct concept of the role of the teacher. This in turn will impress the embryo employee with an understanding and appreciation of the role of the supervisor or employer, and it should enable him to adjust himself more easily to working under supervision.

Because absenteeism costs business lamented thousands of dollars annually, it becomes the responsibility of the business teacher in particular to develop in the minds of the pupils who come under her influence a realization of the importance of presenteeism, not only by precept, but by example. Certainly, many of the days lost in the classroom and on the job are unavoidably lost; but just as surely many days can be saved. Whether they are saved in the work-a-day classroom or on the job, the compensation to everyone concerned, the student, the teacher, the school, and the employee, the employer, the community would be tremendous. Are the persons who are the offenders on the job the grown-up children whose school attendance was irregular? I cannot say. I am unaware that the answer is known. Is there need for a study on the question of a possible correlation?

Schools give recognition to students who maintain outstanding attendance records; conscientious parents see to it that their children are in school; teachers encourage them also. Individual teachers, of course, have their own plan for effecting better attendance. One simple plan is to keep a running account of the dates on which everyone is present in one corner of the blackboard entered in red chalk. At regular intervals the pupils who have not been charged with retarding the growth of the record are asked to raise their hands; they know instantly whether or not they are entitled to respond. It is a red-letter day when everyone is on his job. In advanced classes, which are purely vocational, the incentive for action is greater. The attendance record of each individual becomes a component part of the trainee's grade commensurate with the evaluation of his general efficiency. The effectiveness of the plan has not been measured; but the problem has been identified, and a specific attempt is being made to get the individual to assume this one phase of his obligation toward his job.

We often hear today that pupils show little or no respect for others or property. If that is the case, perhaps we as teachers should redouble our efforts to remedy the situation. Respect is not an innate virtue; it must be taught just as surely as the proverbial Three R's. The initial approach to the teaching of that objective is for the teacher to show respect for each student; feeling it is not enough—the student must know that the teacher feels it. The inauspicious occasion as well as the major occasion presents opportunities. Respect is contagious; respect, like so many other things begets respect. So again other things begets respect. So again the teacher sets the example and fol-

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Some Contributions of the Physical Education Program

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The primary aim of all education is to develop in a child those physical, social, emotional and mental qualities essential to a well adjusted life. Physical education is a way of education through a variety of physical activities appropriate to age, physical condition, abilities and social interest. It helps children to satisfy physical and social needs in present day living. In earlier times the needs for physical activity were met largely in everyday living. However, today because of the progress made in science and industry, many of us perform our daily tasks and earn a living with very little expenditure of physical energy and with many hours of leisure. No boy or girl should be deprived of the physical and social development to which physical education contributes so much. A person develops as he exercises his mind and body, as he gains ideas and skills, and as he applies his skills and knowledge efficiently.

Physical education provides many experiences which are important in helping each child to:

1. *Conduct himself in a socially acceptable way.* The physical education program is the factory for the building of impulses, ways of acting, and habits through which the child emerges prepared to make a place for himself in society.

In free types of activities the child has an excellent opportunity for untrammeled emotional expression. It is in the play life of children that the most dynamic situations of life occur. In physical education activities there are possibilities for general training which should lay a foundation for sportsmanship, team work and fair play. Sports and games provide many opportunities in which individuals must react to situations calling for fair play and honesty. For example, many times in a ball game the ball strikes the floor outside, inside, or just on the boundry. Here are situations in which the players must respond by calling the ball "in" or "out". Opportunities are also provided for developing respect for officials and their decisions, recognition of the need for rules, cooperation with teammates for the good of the team. Physical education provides opportunities for boys and girls to participate in planning and organizing their play program and for making choices and abiding by them. A good program also provides a means for developing the desirable social traits of courtesy, respect, truthfulness, honesty, and fairness; elements of democratic living which are frequently spoken of collectively as sportsmanship.

Activities aid in building courage. Even though the child gets a few bumps, which is good for him occasionally, he learns to "take it"; unless he learns to adjust to such situations he lacks the stamina of life. Children who are socially timid find a mass of children at play inspiring and consequently, without knowing how or why, find themselves participating wholehearted, with no thought of self-consciousness.

Physical education facilities in schools are usually limited, and all children have to learn to take turns. Each child wants his turn, therefore, through proper guidance of activities, desirable responses and good habits are being built.

The skilled teacher by his teaching, suggestions, and examples will point out to the students that rules in games are limitations. That is, if they are obeyed they limit the means that may be used to win. Rules teach fairness and honesty in competition. A capable leader will utilize the possibilities inherent in sports and games for developing desirable traits of character which will carry over into other life situations.

Through group activities boys and girls have many opportunities to develop and express qualities such as cooperation, consideration of others, and readiness to assume responsibilities. A person who behaves desirably works for the common good of others, and respects the personalities of his fellows. Team games and many other group activities offer opportunities to practice these qualities. Students in physical education classes learn to be at ease in a variety of wholesome social situations such as co-educational sports, dancing and swimming. They learn to exercise self-control in activities which are mentally stimulating and often emotionally intense, to react quickly and wisely under pressure, and to be resourceful.

Childrens' activities should be so planned that they will develop self-confidence and insure the thrill of success in some activity. The way to accomplish this is through a wide range of activities. Jane may be able to play volleyball better than Mary, but Mary may be far superior to Jane in dancing; thus, we have the element of success and failure through a range of activities.

Activities usually enhance a group. It is here that the individual adjustments must be made. Under wise leadership, the individual learns to do with and for the group. The proper attitudes of success and failure, group activity, rules, playing the game itself, are all outcomes of participation.

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Functional Art

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Each child stores within himself a wealth of thought and feeling which he should express in order to be a mentally healthy and happy child. Through arts and crafts media the child is allowed to use freely his innate resources to create forms which according to his ability are accepted as satisfactory in expressing his emotions, communicating his observations, and expressing ideas within his mind.

We, as teachers, strive to provide a wide range of meaningful experiences with which to develop the child's imagination and his ability to express himself. These creative experiences are basic to the learning processes and are necessary to a well rounded personality.

As adults we must be understanding, sympathetic, and complimentary when the child shows us his treasure of art. To the adult it may appear to be a crude clay figure, a wobbly wooden toy, or a painting that looks unfinished and without meaning. Let us allow the child to tell his story which helps us to understand his wealth of knowledge, to learn of his development and his enjoyment of the work. Let us say to him, "Your painting is very interesting. Won't you tell us about it?" Let us ask this instead of the unsympathetic, discouraging question, "What is it?"

Allowing the child opportunities for explanations of his painting enables him to grow in self-confidence and to develop personal integrity. Such creative expression is essential in the development of a well-balanced personality because it employs feeling, action, and thought.

The child's joy of accomplishment is felt through right habits of working and through good attitudes toward work. These successful experiences provide confidence in attacking new problems and assure in part that the child will become a useful individual as well as a socially and economically secure one.

Modern educators, through an understanding of the basic human needs of children everywhere, are striving to guide people into harmonious living by beginning with them as children. Enabling ourselves to understand the world, we make our approach through art to the lives led by peoples of foreign countries. We learn of the home life, the pleasures, the religion, and the work. The child develops an awareness that human beings are the same the world over. This creates an understanding and thus tolerance for peoples of all nations.

We look for the child to become a happy, efficient, and well informed citizen—one loyal to the ideals of democracy, willing to bear its responsibilities an to share in its blessings. We must help the child understand that true democracy allows for common understanding between nations. As adults have been unsuccessful in achieving international understanding and unselfish friendliness, we must appeal through the plastic minds of children for world solidarity. Through art the emphasis on likeness in cultures of all nations can prove a help in directing the child to become an understanding citizen.

Art and democracy stand for freedom of individuality and initiative. Democracy permits tolerance of color, race, and creed. Art can contribute in finding the way to more peaceful living, for it has no language barriers. The fundamentals of art are the same the world over and have been for centuries.

Without knowledge of the pupil's needs, teaching procedures and goals cannot be organized. His abilities, interests, ambitions, health, life experiences, and home background all are aids for the teacher in guiding the child to more valuable learning experiences. In order that the child live in his society harmoniously and happily, then guidance given him should be directed toward his present needs. If the need be understanding of good health habits or an activity expressing the importance of observing safety regulations—these needs through art may be simplified, clarified, and made more valuable to the child.

Children should be given every opportunity to express themselves freely in all their work. Through the correlation of art with other subjects under guidance, the art room becomes a work shop into which all meaningful activities are admitted and from which they are released for practical use.

Children learn to choose and to judge and also to participate in community activities. They become an important part of the community, and should have an understanding of its needs and resources. Providing excursions encourages keen observation and allows the child to make judgements for himself. This helps the child in many ways to become a useful and democratic person. Looking at the community through the standpoint of art helps the child see the beauty of the community, its housing its industries, and its museums. A child who is made aware both of a community's opportunities and of its needs is a child who will become a citizen capable of intelligent judgment and one with a well-balanced point of view toward his community and its way of life.

Art in education links itself to all school activities to bring about unity not only within the school but between the community and the school.

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A Teacher Seeks Peace of Mind

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A teacher of industrial arts, if he bears the title honorably, tries, as does every teacher of worth, to keep his program abreast of the times. He makes every effort within the limits of his time and ability to weigh and consider what parts of his offerings are outmoded, where improvements or modification should be made. He listens to the voice of authority in his field. He considers the results and conclusions of graduate studies, of workshops, and of local, state, and national committees. He tries to be open-minded and unprejudiced by past procedure in evaluating his own program in the light of the newer findings and recommendations.

This professional attention does not leave him happy and content like an oyster within its shell. Every so often some published article, or perhaps a conference speech, or a proposed national program to effect new emphasis in public education stirs within him feelings of doubt and causes him to inventory the philosophy and practice in his own curriculum area.

Recently our industrial arts teacher has been disturbed by the thought that his program should be making some contribution to the emergency defense effort. Even more recently he has been introduced to the idea that much is to be desired in the training of school youth for citizenship. Must industrial arts enlarge and broaden its philosophical base to allow for this new emphasis? In his initial thinking these new ideas threaten to disrupt his rather regimented program with their demands for change and possible reestablishment of objectives. But being a systematic soul, he takes a scrap of board and his carpenter's pencil and sits down to take and record a second thought.

The title of "national emergency" seems to be most urgent. He calls to mind the facts of a panel discussion at his recent departmental state convention regarding the "Role of Industrial Arts in the National Emergency". The consensus seems to have been that in the development of tool skills and the teaching of general technical knowledge, industrial arts is continuing to make all the contributions to the defense effort that is required or expected at this time. It was suggested that the shortage of materials and supplies could be used to advantage to encourage habits of economy and to call attention to the economic reasons behind the higher prices and unavailability of certain materials and supplies.

He learns from a recruiting officer that besides encouraging youngsters to stay in school until graduation, the military services are able to utilize almost any kind of degree of skill and knowledge whether it be in science, music, commerce, mathematics, languages, or mechanical trades; that a recruit's chances of being enrolled in a service school are greatly enhanced by the amount of progress he has made in the field of the service school in question. For our industrial arts teacher this implied a continued emphasis upon tool skill and technical knowledge.

He has the opportunity to raise the question in a brief conversation with the Specialist in Industrial Arts of the U. S. Office of Education who advises him to go back and do better the things that he is already doing.

In one of his professional magazines it is pointed out that President Truman in his Economic Report to Congress emphasized the greater importance of general education (of which industrial arts is a vigorous part) in "maintaining a vital citizenry whether in the civilian labor force or in the military".

Our industrial arts teacher has come to terms rather easily with the problem of the national emergency and its relation to his program. Now he turns his attention to the possibilities of his curriculum area for contributing to the goals of the Citizenship Education Project as sponsored and conducted by the Carnegie Fund and Columbia University. He doesn't know too much about those goals because the project is new, but he realizes that education for citizenship in its broad definition must demand a share of the school's efforts. He knows something about the requirements for good citizenship, and he knows also that his pupils could hardly keep from becoming better qualified as citizens in the shop situation where cooperation, social give and take, personal and group responsibility, pupil personnel organization, and other democratic procedures are necessary for successful work.

But many of these values are concomitant values achieved only by reason of the freedom of the shop situation, the type of work, and even because of such factors as an insufficient number of tools and machines of one kind to supply all pupils at once. Perhaps his program is doing all it could be expected to do. But does all this fit into the framework of a modern industrial arts philosophy? Does that philosophy imply any purposeful, planned teaching to attain citizenship objectives? He turns to the general objectives of his area. Only two of the nine generally accepted objectives apply to technical tool skill and knowledge. The other seven are concerned with such aspects of character and citizenship training as the development of knowledge and understanding of our industrial society, consumer literacy, esthetic values, self-discipline, initiative, self-competition, attitudes of cooperation

and concern for other individuals and for the group, pride in achievement, and others. Certainly he finds no confining boundaries here. If change and improvements are needed to meet the demands of a new emphasis, there is enough latitude in the basic philosophy to include them all.

And so our industrial arts teacher reaches a conclusion that is no doubt obvious to some or perhaps assumed by many. It is not foundational philosophy that is lacking or in error so much as it is the actual practice in the classroom and shop. It is not a matter of radical revision but one of improvement of performance. The demand and insistencies that disturb him can be satisfied by constantly doing better what he is already trying to do.

Social Growth - - -

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"Oh do you know that Mother's Day is a special holiday for next month?"

"Yes," said their teacher. "Why?"

"Oh, we want to have a special program for our mothers. May we?"

"That will be a problem for the group to decide. This morning during our regular planning period you will need to talk it over with the other children."

When the children were ready for the daily planning period, Tom, who was in charge, presented the problem to the group. Such questions as the following were presented and discussed: What kind of program shall we have? What day of the week is closest to the special day? What kind of gift shall we make our mothers? What shall we serve?

After a very lengthy discussion, the majority of the children agreed that various committees would be needed. The names of the volunteers were listed under the problems to be solved, and each group chose its chairman. The following show some of the results of the planning.

1. The program committee decided that only the poems, songs, and stories about mother should be used. 2. The Friday before Mother's Day would be the date for our program. 3. Each child would write his mother an invitation. 4. Each member of the class would make a pin for his mother. The materials needed would be cardboard, various shapes of macaroni, paint, and shellac. 5. The refreshments would be graham crackers with icing made from powered sugar, tea for our guests, and milk for the children.

The day of the program arrived. What a busy group of fourth-year children! The mothers came and were introduced by their own children. They listened to the program, received their special gifts, and were served by a committee of genial hosts and hostesses. The mothers were generous in their appraisal of the afternoon activities. The children were happy because they had shared something with their mothers. The teacher was happy because the skills of communication, of cooperative planning, and of the solving of problems had been used in a purposeful activity.

GROWTH COMES THROUGH RECOGNIZING PROBLEMS

By the time boys and girls reach the intermediate grades, they have a good grasp of most of the fundamental skills. Further development of these skills must be paralleled with an understanding of the problems pertinent to each individual child, as well as to the age group. Opportunities to plan many activities with the recognition and approval of adults furthered this purpose. One such activity is a class-club period held once a week. It grew out of a need for a definite time when collections of articles could be shared. Sharing helped bring about other worthwhile activities that were organized and used. After the first two periods a suggestion was made to have the meetings in charge of officers. At this time the city and county officials were being elected, and the pupils investigated and studied election procedures in the community, with the intention of using as many of these as they could in their own room. It became necessary for each pupil to judge critically the ability of each candidate as to his ability to carry out the duties of the office. The children liked the responsibilities that came with the various activities.

Group singing and musical numbers by the pupils playing instruments were usually a part of each program. Planning for a party necessitated the formation of many committees in which pupils had the opportunity to work, in many circumstances solving their problems. The members of the group enjoyed the exhibits and stories prepared for them by adults. Planning and writing thank-you notes gave much practice in communication skills. At every

meeting, the pupils were aware of their part in helping make their school function well in the community, as they discussed the services of the Junior Red Cross, the problems of the School Patrol, and the suggestions solicited by the Student Council. Participation in all of these activities helped each pupil discover the contributions he could make to become a better member of the group.

SPECIAL CLASSES RENDER SERVICE

The special class for physically handicapped children has, in general, the same educational aims as do the other classes in the Laboratory School.

Physically and mentally handicapped children need to develop an understanding of their assets and liabilities. They must learn to overcome their handicaps, not through arousing sympathy, but through the development of what latent abilities they may have.

Many extra problems which call for cooperative planning and problem solving arise in the Special Class as a result of the differences in the chronological age of the members of this group. These points may be illustrated by relating the manner in which the children planned to help a young child feel that she was wanted and needed by the other children in the room.

The teacher introduced the problem by telling the children that on the following day a new child would be enrolled in the class. She explained to the children that this child, who was much younger than they and who had never been in school before, would be unable to do many of the things that they were capable of doing. She then asked the children for suggestions of ways in which they might help this new child.

One child suggested that they appoint someone to take care of her and show her around the building. Another said that she could read a story to her, and a third suggested bringing toys for her to play with. One child volunteered to bring a doll. One of the boys wanted to build a doll house for her, but this idea was abandoned when one of the older boys said if they were going to build a doll house, they might as well build a play house so that she could play in it and keep her toys in it, too. All of the children seemed to think that this was a good idea, and each child offered to make something for the play house.

After the new child had been in the room for several days, the children held an election for room duties. The new girl was nominated (by one of the group) to empty the pencil sharpener. "That's something she can do to help," he said. This child realized that in order for any child to really become a member of a class he must assume some responsibility for it.

During the last few weeks the children of the physically handicapped class built a small stage, wrote a play, and constructed puppets. The results of their efforts have been eminently satisfactory, both from the standpoint of technical adequacy and of the educational values derived from the activity.

Handicapped children are usually sheltered and over-protected; hence they need to learn to develop independence of thought and expression. The puppet-play project proved to be an excellent medium whereby the children could share cooperatively in the planning, solving of problems, and development of skills of oral communication. Through the presentation of the play to numerous classes, the children came to feel that a closer relationship existed between them and the other children in the building. This new feeling of belonging to a larger group has helped to diminish one of the most difficult barriers encountered in the education of class groups of handicapped children.

Temple - - -

(*Continued from page 133*)

lows through by alert but casual objection to thoughtless discourteousies on the part of students to students.

In addition to teaching respect for each other, the typing teacher has a favorable opening to teach respect for property through the care she requires students to take of the typewriters. Improper erasing procedures, due to indifference or lack of knowledge, are responsible for the major part of repair bills which are paid by the taxpayer. Students are oblivious of this fact; when informed or reminded of the abuse, typical students respond properly. Thoughtfulness and haste are forever with us, nevertheless. The teacher needs a plan to insure protection of school property. Teachers, be on the spot as erasures are being made; move the carriage yourself when the operator has neglected to; keep individual records of violations which charge the student with disregard for property. Cooperation will come rapidly. Has progress been made because the student has learned regard for property, or because the teacher is vigilant? No doubt, both factors exists; but the truth remains, a change in attitude is not likely without the teacher's providing the learning situation and employing the follow through.

Consideration must also be given in the classroom to conservation, which is a public trust of every citizen, young and old. This must be taught and practiced before it becomes a habit. The typing laboratory lends itself to such an eventuality under the guidance of the teacher who sees its importance even though the possibilities for developing it may seem limited. Time is money to business. Employees who have the personal interest which business wants and needs are not inclined to waste time. Others may not have been sufficiently impressed with its value when they were in the classroom. The teacher again can set the pattern by having her work so carefully planned that it is apparent she is losing no time in moving from one activity to another. All materials must be well organized and at hand ready for use. The student is to be taught that his work is to start promptly and con-

tinue at a steady pace throughout the hour. If the student understands he is to be evaluated on how he spends his time during the whole class period, he will utilize it better. You aks, "Does that mean the student has learned the value of time? I can only say he has been made conscious of its value, and that is a step in the right direction. It takes time, though, to teach the worth of time.

Teach conservation of supplies, too. Practice work single spaced saves 50 per cent of the student's paper supply; using both sides of the paper saves 50 per cent, too. Yes, he will still need to buy paper but not as much. This practice has to be taught; it does not come naturally. The teacher will find it necessary in order to achieve this objective to be alert to waste as she works among the students. In directing the formation of the habit of conservation of supplies, the teacher will need to change the line spacer many times; she will salvage, as it is being discarded, piece after piece of paper, clean on one side. Has the student learned to conserve? At least the teacher has tried to teach.

To plan and to work to give business young people who have understandings and appreciations plus the skills, to imbue young citizens with cooperative and responsible attitudes is a big goal. It is not an impossible one for teachers who sense the opportunities, though they be obscure, for teachers who feel the responsibilities, though they be tedious, and for teachers who work tirelessly to achieve the big little things.

Weller - - -

(*Continued from page* 134)

and *Chemi the Magician* are their favorites.

Reading can be contagious

When the book has a real appeal, the child takes it home and very often the family enjoys it with him. Bob's mother said one day, "You know I'd like for Bob to bring home *Jack Tales* again. We take turns reading it aloud to each other. Bob's father says it is more exciting than a story in a detective magazine." Janet, an eleven-year old, came rushing into the library, saying "Do you have a hard book that I can read? My brother is coming home from the Army. He says that I can't read." Since Janet was interested in horses, she chose *King of the Wind*. The next day Janet came to the library and said, "I read the first three chapters to my brother. He believes that I can read now. Do you know that when I finished reading he took the book from me and read it? He said it was the best book about horses that he had read."

Children need to read a variety of books in order to understand the world about them in order to think more clearly on vital issues. It is in the elementary school library that children may begin to develop the habits that tend to make them responsible, cooperative group members of societ.

Pound-Smith - - -

(*Continued from page* 136)

2. *Develop skills that will contribute to finer and better living.* A skillful person is proficient in many fundamental skills, such as walking, running, lifting, and dodging which are essential to living safely and successfully. Through a broad program of physical activities, consisting of team games, individual sports, stunts, tumbling rhythms, formalized activities, and contests these basic skills are developed.

The teaching of skills is an important factor in physical education and is particularly important to boys and girls for happy living. Much of child life is play and much of it deals with physical skills. The child must master the fundamental processes or suffer the consequence of loss of standing and recognition among his fellows. Loss of social status is one of life's most severe punishments, and may be avoided by improving physical abilities. Regardless of whether boys and girls train for a profession or enter other walks of life, training in fundamental skills is necessary. A well organized program offers the best opportunity for children to develop skills. The modern program offers instruction in a wide variety of activities to the end that participation may result in joy and satisfaction to the boy and girl. Certainly physical education contributes to the attainment of the fundamental skills.

3. *Develop and maintain maximum physical efficiency.* The original aim of physical education as introduced into the educational picture was exercise, pure and simple. The other values obtainable in the total physical education program as conducted in the modern schools of today have developed through the years. To develop and maintain maximum physical efficiency, however, is regarded by most physical educators as one of the prime objectives of physical education. Physical fitness is desirable and important in every person's life.

The development of the "strong man" type is not the ideal the physical education instructor concerns himself with, but it is important that each individual has sufficient strength to meet his maximum needs and that his bodily processes are functioning efficiently.

Other qualities from the neuromuscular standpoint that the physical education teacher is striving to develop are endurance, speed, balance, and agility. The individual who has these qualities developed to a certain extent at least, is better able to adjust to the problems of living.

Other things being equal, the person who exercises these qualities through pleasurable games and activities will enjoy better functioning of the bodily processes and, therefore, better health.

4. *Instill in the individual a desire to participate in wholesome recreational activity.* The term recreation is a very broad term including all types of activities within its scope. The physical education program can concern itself with only a part of the total recreational picture, but it is a very vital part. The physical educa-

tion student should participate in dancing, tennis, swimming, golf, bowling, badminton, archery, camping, boating, handball and other activities.

These activities not only contribute to the individual's present enjoyment an well-being but help provide a good background for a well-balanced adult life. By developing a certain amount of proficiency in these activities, one learns the real joys of self-expression which otherwise he might never have the opportunity to learn. To ascertain if these objectives are being attained it is necessary that testing devices be employed to measure accurately and economically these facts concerning each individual. It is quite obvious, of course, that some qualities are more easily measured than others. For example, it is quite easy to determine how fast an individual can run a hundred yards but quite another matter to determine his leadership ability where subjective ratings must be relied upon.

To meet the needs of the individual, tests should be selected that measure the person's capacities for development and this information utilized in the most effective manner. His achievements in various activities should also be tested and the results employed for his general educational progress.

In keeping with other phases of education, physical education will only result in desirable outcomes when learning activities are properly organized. Boys and girls need instruction in how to play. They cannot participate profitably in activities merely through being provided with facilities and equipment. Skillful instruction and guidance will be necessary if desirable outcomes are to accrue from participation in the program.

In the present day all teachers, as well as all phases of education, must aid in helping boys and girls develop to the fullest their individual capacities and adjust to the social environment in which they find themselves. Physical education as one phase of education, has a distinct contribution to make toward the aim of education.

Physical education furnishes unique situations which make it possible for the child to make progress toward the attainment of these objectives. Opportunities to lead, follow, contribute to group welfare, and develop a repertoire of activities are made possible through a carefully planned program.

Bell - - -

(*Continued from page* 133)

opment and lack emotional conflicts, and have developed an understanding of the changes through which they are passing then the effort is well worthwhile. If such a study of mental hygiene will aid in developing better citizens, the time spent, it is felt, is well invested.

Miller - - -

(*Continued from page* 127)

very desirable for beginning students. The accompanying picture shows combined string, wind, and drum classes from the fifth and sixth grade rooms with student teachers in charge.

During one semester of each year, students in the junior high school, seventh and eighth grades, are enrolled in music. Coming to the music department, the students make a choice between instrumental music and general music. Those choosing instrumental music have opportunity (to the extent of available school instruments, individually owned instruments, and rentals) to try to learn to play the instruments of their choice or those recommended by the teacher. When it is possible this class should be formulated during the latter part of the previous semester, through a testing program; otherwise, much time will be lost at the beginning of the semester by students who are undecided as to which class they belong. Students are permitted to drop instrumental music and go to general music when they find lack of talent or insufficient interest if this is discovered at the beginning of the semester.

In this junior high school class, students are assigned the basic instruments that are also used in the major organizations. In some cases this will require either duplicate mouthpieces or the sterilization of mouthpieces before and after use.

The disadvantages of this junior high school plan is that the students are out of general music in favor of instrumental music, or out of instrumental music in favor of general music. For the instrumental music teacher this program offers an excellent opportunity for the recruitment program. The picture shows a typical

junior high school class with student teacher in charge.

This training program is not presented as the ideal, but just another way the instrumental music teacher may keep a balanced band and orchestra from year to year.

LaVire - - -

(*Continued from page* 137)

Its important objective is to work with both in helping to direct the child in a democratic way to become a valuable citizen and one willing to engage in all social activities and functions for the good of the community. Our aim is to develop children who are aware of the community's failings and its needs; for this reason critical thinking is promoted.

The functional aspect of art provides a means through which the child learns to live with others, to share and to contribute. He learns to think and express himself as an individual. The pupil trains himself to think critically, and to become more confident to judge what is good and what is bad, whether it be connected with the designing of a frock, the planning of a dwelling, or the arranging of a bulletin board. The student learns as an individual through his own research to decide what to contribute in the betterment of his town, and himself.

McDougal - - -

(*Continued from page* 131)

dents in this class are mainly ones who are earning a major or a minor in science. They are not necessarily non-college people and are not particularly selected by intelligence. This class studied house construction last year and visited a number of new homes under construction and saw and discussed types of building material.

Chemistry is taught every year and a physics course every two years and these classes generally accommodate the majority of students for two years of secondary science and three years for a considerable number.

The experiences of handling, doing, measuring, interpreting, or observing are the meat of the science course today. Principals and superintendants could help to improve science education by encouraging an attempt by their science teachers to make the work real and vital. The professional education of the science teacher today stresses laboratory and demonstration techniques, it stresses learning by investigation and the rich learning of field trip and films. Beginning teachers who show evidences of ambition, ingenuity, and a love for working with children, as well as good scholarship could, in well equipped classrooms, raise the level of science education greatly.

Many people teaching science today feel little responsibility towards their teaching, the curriculum, their rooms, apparatus, and equipment because the science classes are spread out among people who do work in other fields and no one feels that personal pride in the science department that is so necessary for good morale.

Shontz - - -

(*Continued from page* 132)

and girls to help so that the work will be continued after they go on to the Senior High School Science Club.

Some of the children who have worked on the court and some who who have just been interested onlookers have asked for advice in making plantings of shrubs, flower gardens and sowing grass in their own yards.

Also they have become intensely interested in planning and volunteering to help with the rest of the school yard.

There are many other examples of activities and interests developed through science experiences which could be related. These interests broaden and develop attitudes and appreciations that will have meanings and influence in the adult lives of the children who have the opportunity to participate.

In carrying out such learning experiences boys and girls not only develop interests and attitudes, but all the accepted objectives of science teaching. They learn to solve problems, cultivate scientific attitudes and learn scientific methods of procedure.

Kennedy - - -

(*Continued from page* 128)

subject-matter?" On the elementary level, it might be somewhat the converse. "Is the subject-matter adaptable in selection, organization, and method of presentation to the mathematical immaturity of the pupil?" Who is to answer these questions? The content of instruction should not only develop citizens but lead to competent scholarship in mathematics.

A progressive society requires a progressive education. "Because of environment and heredity there are individual differences which make it necessary to continually modify a curriculum. An adaptive society cannot be controlled by anything but adaptive persons." So the hidden capacities and differences in the pupils should be detected. Knowledge of acquaintance comes from the experience of fact and situation while knowledge about is the product of reflective and abstract thinking.

Education should train the young to earn dollars and to face the realities of life. "Man does not live by bread alone," An education must provide the future generations with an appreciation of those great cultural values that gave man his stature. "The imprint of mathematics is to be found on many of the significant cultural trends of history." No one denies the practical value of mathematics. Every educated person should know what mathematics means and what its greatest uses are and be able to decide how far he should study it beyond this elementary knowledge. "Citizenship should certainly mean more than alertness to current prob-

lems, and awareness of civic responsibility, and willingness to aid in worthy enterprises. It should embrace cultural interests and appreciations, and imply a higher degree of competence in the actual work in which one is engaged."

A function of our school is to equip boys and girls to be effective members of our society and to appreciate our culture. A child who understands can proceed to a much higher degree in achievement on his own than the one who can only compute. "With individual development comes a greater interest in mathematics and therefore a more worthwhile structure is built by him." The pupil should grasp the idea through functional relationships, dependence, and correspondence. He should see that mathematics is an interpreter of life and the world. Even the young mathematician can appreciate arithmetic if he has a teacher who has a rich background for the simple material she is using to teach numbers. If she does not have this appreciation, the teaching of arithmetic suffers. "Appreciation can come to the teacher if she will study the order, law, and beauty of the world. The teacher's appreciation will contribute to the richness of the pupil's appreciation."

"Persons with no mathematical training will never reach full appreciation and enjoyment of the beauties of nature, art, architecture, for they have no knowledge of geometric laws and relationships, and cannot recognize the basic forms." They fail to understand the solar system to say nothing about the universe. "A cultured man is one who is at home in the world." Mathematics did not come about in the universe as an aid to finance nor for any utilitarian reason, but seems to have its origin "as a science in the minds of those who followed the courses of the stars, religious formalism, and made an effort to grasp the universe." Again it is the responsibility of mathematics to develop the ability to recognize and use quantitative data in the study of social problems, but also to remember that search into the Infinite leads us on today as of yore. The influence that mathematics has long had in our civilization and its growing importance indicates in a general way the place it should occupy in education. "And so the role of mathematics today is that of a pillar of our democratic framework.

Our problem is to revamp the contents and methods of mathematics so that better values can be achieved from its future study. Maybe these "four pertinent questions would be an aid: "Do we know where we are going? Do we know where we want to go? Do we know why we are doing what we should be doing? Do we know what we should be doing?" If we could find answers to the above questions, maybe the boy or girl would no longer be a wanderer wending his or her way through the labyrinth of hieroglyphics. Science is a mystery for many of us. But "If scientific procedure and critical thinking are not applied to problems of human relationships, our social order will take its place with the 'has been' nations and a more able one will replace it. The future of this nation is at stake. Success will come as a result of bombardment of ideas and not as a result of atomic energy."

Happiness adds and multiplies when we divide it with others.—Carlyle.

Clark, Elmer J. - - -

(*Continued from page* 111)

courses taught, (2) providing professional leadership education, (3) conducting experiments and doing other research work in citizenship education, and (4) giving student teachers direct experience in the use of Project materials and procedures. It should be added that the success or failure of a citizenship education program at the teachers college level will depend largely on what take place in the laboratory school. Success will depend upon close cooperation between the staff members of the laboratory school and the college instructors involved.

7. *Financial assistance will be required if the program is to be successful.* Laboratory experiences are always more costly in terms of teacher time than are recitation activities. A successful program cannot be carried out unless recognition is given to the loads of those teachers taking part. Laboratory school teachers are already burdened with more teaching hours per week than their college colleagues; it would be unfair to increase such a burden. In addition to the factor of teacher time, more money will be needed for teaching materials and resources than formerly.

8. *The teacher is the key person in any citizenship education program.* It should be recognized that pupils, residents of the community, administrators, and college students will have important responsibilities in such a program. However, if American education successfully helps to rededicate citizens to American ideals, it will be the individual teacher who plays the major role. Such a statement appears so obvious that it warrants no further comments.

A CHALLENGE TO OTHER SCHOOLS

The above discussion has been directed for the most part to laboratory schools. However, it would seem apparent that much of what is offered by the Citizenship Education Project would be of assistance to other schools not now involved. The goal of the Project staff is to work eventually with every school and teacher in the country for improved citizenship education. Administrators and teachers who are interested in cooperating in the Project will be happy to know that plans are now being made by which regional centers will be set up to assist in the promotion of the program. Whether or not your particular area will be served in this way will depend largely on your needs and desires. Indiana State Teachers College, as in the past, stands ready to be of assistance wherever needed.

Clark, Meribah - - -

(*Continued from page* 121)

ing. This meeting opened the door for frank discussion in later conferences between the regular teachers and student teachers as to where the responsibilities of each begin and end and the atmosphere was greatly cleared.

The third meeting, as far as the council was concerned, was the most important of all because it was the culminating discussion following these held by homerooms and the student teachers. The whole student body was involved and urged to take part by directing questions to the members of a panel. The panel consisted of two senior high, two junior high students, two student teachers now in training and two who had completed their practice, and one regular faculty member. The sponsor of the council served as moderator.

Questions and answers were as follows:

Do student teachers think that students try to break them? No. But student teachers are not sure how much students do thru ignorance and how much they intend to do to make teaching hard.

How much control does a student teacher think he should have? Student teachers are not sure, but they would like to have complete control.

What kind of control should a student teacher exert? Students expect force but they should think in terms of inner controls if they expect to be treated as adults.

How much time should student teachers give to student teaching? All they can and then some.

What kind of contacts should students have with students outside the classroom? All should be friendly, like speaking to them on the street, but character of contacts should depend on the conditions and individuals concerned.

This discussion was so lively that the time ran out quickly. A quick summary of points discussed was made, and students left wishing for more.

The council was pleased with the results of the project because they had successfully attacked a behavior problem. It was good for students, student teachers and faculty members to talk over the situation. Each group came through with greater respect for the other, an a broader point of view of the whole. As a council member expressed it, we started with the idea of giving student teachers advice; but we ended with the feeling that we were the ones that needed to be advised.

Ewing-Hake - - -

(*Continued from page* 130)

Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the United States, Uraguay and Venezuela. As these republics became separate political entities, their cultural heritage continued to bring them together. Spanish is the official language of most of the member states. The exceptions are Brazil, Haiti and the United States.

These twenty-one nations with a combined population of about 200 million people are closely related to each other by geographical location and historical background. They jointly occupy the continent known to all as "America". The word "America" is of rich significance. It implies the spirit of the New World—of the explorers and the liberators of the past, of the men of all ages who love freedom and independence, who have sincere respect for the individual, who hold high the ideals of democracy, and who are conscious of a sense of brotherhood among all peoples. And "American" in its truest sense means all the people of the Americas.

There are great lessons to be learned from the Spanish explorer, missionaries and conquerors who, within half a century after the discovery of the New World, had founded almost all the great cities of Spanish America from Mexico City to Buenos Aires. And wherever Spanish conquerors went, Spain went with them. They took with them its language, its customs, its faith and ideals. Although the entire country of Spain is not so large as Texas, it has shaped the lives of millions of Americans. In many ways the people of the Latin American republics differ from one another, yet in the fundamentals their lives are shaped by Spanish tradition. Whether the Spanish American is Cuban, Mexican, Costa Rican or Chilean he has inherited from Spain the pattern of his daily routine, as well as his social, religious and family life. He has also inherited a strong sense of dignity. He gives great importance to dress and manner. He is proud and sensitive and he wishes to be treated with respect. Certain patterns of living are repeated in all Spanish speaking countries and we can best have a sympathetic understanding of the Spanish American by learning his language and reading the literature of his country. In this way the stuent has a part in the larger horizon of international relations.

Many thinking people look toward South America as the continent of the future. Relations between the United States and Latin America are better and closer than they have ever been before. A gradual "Americanization" of the continent is taking place. U. S. movies and radio are stimulating this movement and it will increase as commercial, political and cultural relations develop. In order to foster this relationship it is well for students to understand the main problems of Latin America which are bad transportation, social underdevelopment, poverty and illiteracy. It should be our aim to raise their standard of living and of education.

Audio-visual aids are very conducive to the cultural program of language teaching, and here at the Laboratory School we are fortunate in having access to many such teaching helps. Films vividly portray the daily lives of the Spanish speaking peoples as well as the geographical,

historical and commercial aspects of the countries. The use of bulletin board displays, scrap books and posters are also a valuable aid in this cultural program. From time to time speakers are brought to the Spanish Classes—people who have traveled in Spanish speaking countries, or natives of the republics who speak or sing in the native tongue. Quite frequently we sing Spanish songs and dialogues are performed in Spanish by different members of the classes. An excellent way in which students may have first-hand experience in international relations is through correspondence with students of the foreign country. We are planning to start a program of this kind in the Fall.

The Spanish conquerors had great visions and boundless energy to overcome the gigantic barriers of the Andes and to cross many frontiers in order to reach their goal. In learning the language and the cultural background of these people, the student himself overcomes barriers and crosses frontiers, so to speak. They are the frontiers he crosses in his imagination as he studies the young republics within our own hemisphere. They are also the barriers he removes between himself and the people of other lands when he passes from prejudice to understanding and cordiality. They are the difficulties he masters as he climbs toward perfection in the skill of learning a language, for learning a language does mean developing a skill. In so doing the student has an opportunity to put into practice that special American sense of pushing ahead, of overcoming obstacles, tackling new jobs—crossing frontiers.

Brown - - -

(*Continued from page* 126)

ideas in action. . .To realize their full value direct experience must be carefully planned and guided so as to help the student develop sound principles and generalizations which are used in meeting subsequent situations.

Gillum - - -

(*Continued from page* 120)

zens, not merely of law enforcement officers, in building a better community. History, we had learned, was made up of the lives of individuals. The past of Terre Haute, through the efforts of earnest and loyal citizens, had been worthy. The present still holds many such citizens. The future depends upon what individuals in this community make it.

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Abstracts of Theses

Hammond, Darlene, *A History of Central School, Michigan City, Indiana*. June, 1951. 85pp. (No. 721).

Problem. This work was written to present a clearly defined picture of the development of Central School in Michigan City, Indiana. An effort was made to relate the important events and to evaluate their significance in the light of educational trends and developments.

Method. References were made to the following sources: Superintendent's reports, Minutes of the Board of School Trustees, Interviews with people closely associated with Central school, Newspapers, Books and researches. These data were collected and organized in their order of sequence to give an over-all picture of Central School.

Findings. The result of the work as a whole depicts the progress of Central School regarding the physical structure and educational development. By way of comparison, the reader will find that the Central School of today has been built with the "child" in mind, while the old structure was merely a place to house and educate the pupil regardless of the talents of the child or the community in which he dwelt.

The work further discloses the fine "human relations" program now in effect, and its bearing on the school program.

Hamrick, William J., *An Analysis of the Factors Concerning Achievement of Mathematics Majors who Entered Indiana State Teachers College in* 1946. June, 1951. 47 pp., (No. 722).

Problem. It was the purpose of this

study to compare the mathematics achievement majors with some of the known factors of these students upon entering college. These factors were mathematics scores on the Iowa High School Content test administered to all freshmen, psychological scores, high school mathematics achievement, and combinations of these factors. The procedure was to show the correlations between these factors and college mathematics achievement, and to base conclusions on the relationships discovered.

Method. The statistical method was used throughout the study. Correlations of the various factors and combinations of the factors with the college mathematics indexes were developed. The Pearson Product-Moment formula was used in the correlations. It was also necessary to determine the mean an standard deviation for each of the groups of data.

Findings. The following coefficients of correlation were found between the known factors of the mathematics majors who entered Indiana State in the fall of 1946 and their success in college mathematics.

1. High school content gave a .575, PE .0475 correlation.

2. Psychological scores gave a .507, PE .0529 correlation.

3. High school mathematics index gave a .479, PE .0572 correlation.

4. Average of high school content plus psychological gave a .58, PE .0472 correlation.

5. Average of all three factors gave a .659, PE .0429 correlation. This was by far the highest correlation.

The correlation obtained between the average of all the factors and achievement in college mathematics is high enough to be of use to the stuent's counselor. It was shown in the study that 85 per cent of the students with a mean score of 61 or better of the average of all the factors made a C grade or better in college mathematics.

In conclusion this study has shown that the entrance tests scores and high school record do have a positive relationship (correlation) with success of a student in college mathematics.

Book Reviews

Gertrude Forrester, *Methods of Vocational Guidance*, (Boston: D. C. Heath and Company, 1951). x + 463 pp. (Revised and enlarged edition)

"This book is devoted to specific methods of helping youth plan their vocational lives." These first words of Dr. Forrester's preface attract the immediate interest of anyone who is concerned with the welfare of adolescents and who realizes how much they need help in making a vocational choice and in readying themselves suitably for the work world.

The promise implied in that first sentence is well fulfilled. The book is indeed down-to-earth and full of usable ideas.

It has seven major divisions. The first concerns helping the student get a bird's-eye view of the occupational world (10 chapters). The second tells how to help the student narrow his choice (3 chapters). The third offers suggestions for helping the student investigate special fields of work (5 chapters). The fourth concerns giving information about conditions of work (2 chapters); the fifth, grooming pupil for jobs (4 chapters); the sixth, assembling information for vocation planning (2 chapters); the seventh, enlisting the cooperation of others (3 chapters).

This overview suggests that the book is extremely practical. Upon reading individual chapters, one realizes that it is actually just that. A description of Chapter 3, "Visits to Places of Employment," will show the nature of the material. In it are given eight examples of what schools have done in visiting a local plant or office, visiting individual workers on the job, using organized exhibits, and making long trips. In addition there are concise and practicable directions for preparing pupils for trips, for the follow-up, and for preparing the teachers for trips. Selected references at the end of the chapter, as well as references within the body of the text, seem very helpful.

This book does not attempt to present much theoretical discussion of the problems of vocational guidance. Consequently it should be read as an adjunct to a good book on theory. Even so, one feels that every principal should read it to see what can be done to give vocational help. Certainly anyone attempting vocational guidance in high school or even the guiding of a home room should own a copy.

—Margaret Malm
Professor of Education

Karl G. Garrison, Psychology of Adolescence, Fourth Edition, Prentice-Hall, Inc., 1951. XXIII plus 510 pp.

Psychology of Adolecence by Karl G. Garrison is, first of all, a most attractive book in its physical make-up. The paper is good, the print clear and easy on the eyes, and center and side headings break up the material in ways to enhance its appearance and meaningfulness.

This fourth edition has been considerably changed from the previous one. New major topics have geen added and the research has been brought up to date. All of the usual topics are covered—physical, emotional, mental, social, moral and religious development, vocational choice, delinquency, the home, the school, and community. In addition there are chapters on adolescent problems, adolescent interests, the adolescent personality, the hygiene of adolescence, and adolescence and democracy.

There are many helpful features in the book that should be mentioned. It has well chosen and well presented tables and figures. Each chapter is followed by "Thought Problems" and selected references. Four other features worthy of note because of their value are a selected annotated bibliography of professional books, one of popular literature related to adolescence, a diagnostic child study record,

and the Vineland Social Maturity Scale. There are, of course, a subject index and also an author index.

The material of this text is certainly to be commended for its good coverage, the sound common sense of the author, and the good selection of recent research. It does not read so smoothly or so interestingly as one might wish however. The reasons for this are several: In the first place, one feels that the subject matter could be better organized in regard to chapter divisions. Thus the material of Chapter VIII, "Social Growth and Development," Chapter X, "The Adolescent and His Peers," and Chapter XV, "Personal and Social Adjustments," might well be kept together and so integrated as to give a fuller and more rounded understanding of the adolescent's social interests and adjustment. Similarly Chapter XII, "The Adolescent at School," and Chapter XIX, "Educational Needs of the Adolescent," might better be brought together. In the second place, the writing often lacks the concreteness which would make it the most meaningful to the student reader. In the third place, students might find the book more stimulating if more were done to show how the information presented could be used in their work with teen-agers.

All in all, then, one concludes that while Garrion's *Psychology of Adolescence* is not the kind of book which speaks for itself to the student who reads it but is rather the kind which demand much teacher interpretation and illustration, it does offer a dependable, up-to date overview of adolescent development with an adequate selection of research supported by the good common sense and insight of the author.

—Margaret Malm
Professor of Education

STUDY THIS SUMMER

at

INDIANA STATE TEACHERS COLLEGE

First Summer Term — June 18 through July 20

Second Summer Term — July 23 through August 24

WORKSHOPS

FOURTH ANNUAL WORKSHOP IN THE PROBLEMS OF TEACHING ENGLISH — June 18 to July 20

Workshop Director: Dr. George E. Smock, chairman of English Dept. at Indiana State Teachers College.

Visiting Consultants: Dr. Paul Witty, Northwestern University, authority on reading problems.

Dr. R. W. Pence, DePauw University, head of English Dept.

Prof. Charles Roberts, University of Illinois, director of freshman rhetoric

Dr. Florence Guild, Shortridge High School, Indianapolis, head of the English Dept.

JUNIOR HIGH SCHOOL CHORAL MUSIC ..... June 23 to June 30

BAND MUSIC ..... June 23 to July 7

STRING MUSIC ..... July 9 to July 20

ELEMENTARY MUSIC ..... July 9 to July 20

HOME ECONOMICS WORKSHOP IN CLOTHING .... June 18 to June 24
Mrs. Edna Bryte Bishop, conductor

CONCENTRATED COURSE IN RED CROSS ..... June 23 to July 2
Miss Marion Nichols, Red Cross consultant, Eastern Indiana

New Course Offering — "Seminar in Citizenship Education" .. June 18 to July 20
Dr. Elmer J. Clark, Indiana State Teachers College, conductor,—member of Citizenship Education Project Committee

SUMMER EVENTS

Convocations

June 20—"In Operetta Time"
June Browne, contralto soprano from "The Northerners"
Daniel Cobb, lyric tenor, star of "Oklahoma"

June 27—George Jason, Stage, screen, radio, and noted Broadway star.

July 11—Dr. Luther Cole, Noted science lecturer and author "Modern Science Opens New Vistas"

August 1—Garland Evans Hopkins, Associate Editor of the Christian Century "You Can Influence World Affairs"

August 15—Major Bob Gordon, American cartoonist, caricaturist, satirist, and character analyst.

ANNUAL STATE CONFERENCE FOR HOMEMAKING TEACHERS (Southwest Dist.) June 18, 19, & 20

BOOK EXHIBIT ..... June 25 through June 28

FOURTH SUMMER EDUCATIONAL CONFERENCE ..... June 25

Seminar on Teaching Citizenship—Consultants: Social Studies: Dr. Howard B. Wilder, noted textbook writer. Reading Consultant—To be named later.

INDIANA STATE TEACHERS COLLEGE
LABORATORY SCHOOL
"Teacher-Training Center"
Terre Haute, Indiana